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EXAMINE THE MEDIATING EFFECT OF COACHING MENTORING PROGRAMS ON
TEACHER BURNOUT

EXAMINE THE MEDIATING EFFECT OF COACHING MENTORING PROGRAMS ON
TEACHER BURNOUT

By

Crystal Quaseea Wright

A Dissertation

Presented in Partial Fulfillment of Requirements for the

Degree of

Doctor of Education

In

Teacher Leadership

In the

Bagwell College of Education

Kennesaw State University

Kennesaw, GA

2020

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TEACHER BURNOUT

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EXAMINE THE MEDIATING EFFECT OF COACHING MENTORING PROGRAMS ON TEACHER BURNOUT

Examine the Mediating Effect of Coaching Mentoring Programs on Teacher Burnout

Crystal Quaseea Wright

Ed.D. in Teacher Leadership

Department of Secondary and Middle Grades, Bagwell College of Education

Abstract

The World Health Organization has included “Burnout” in the International Classification of Diseases as an occupational phenomenon (World Health Organization, 2019). This phenomenon in teaching profession has created devastating attrition that urgently needs attention. The purpose of this study is to provide insight on how to address the negative issue of teacher attrition through examining how teacher leaders may affect teacher burnout during the coaching mentoring experience. An online questionnaire was employed to collect data from 82 teachers in a coastal Georgia school district; including teachers who had participated in a coaching mentoring program (n=51), teachers who hadn’t participated in a coaching mentoring program (n=31). Survey items were adopted from existing studies (Maslach & Jackson, 1996; Mayben, 2007) to examine teachers’ levels of burnout, perceptions about burnout factors and how these may be related with teachers’ participation in the coaching mentoring program. This study revealed that teachers involved in the coaching mentoring program suffered less from the stressor of home/personal life. It also revealed that novice teachers in the program suffered less from work overload and more from a particular class. Results indicated that teacher leaders are valuable resources that school districts can utilize to make positive changes to promote teacher well-being.

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Dedication

I would like to dedicate my work to my grandmother, husband and kids. My grandmother has always endorsed the advancement of my education. She came from humble beginnings and instilled in me that education was a vehicle to grow in many ways.

My family has had to stomach many nights of frozen pot pies as I worked on research. My kids, Andrae, Jr., Alijah, and Adriana have made sure to be quiet while I work and stay out of the way as I converse with committee members. My husband, Andrae Sr., encouraged me when he saw feelings of frustration on my face and gave positive words to keep me on this journey.

These extraordinary people have been my strength through this demanding time. I will always be grateful for having them in my life and recognize that the completion of this work would not be possible without them.

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Acknowledgement

First, I would like to give thanks to my Heavenly Father, whom all things are made possible by. He has ordered my steps so that this moment would happen when he deemed. This process has been hard and most times I didn't know if I would make it through. However, I do know that this isn't something I can take all credit for. My Father has opens doors and nudged me through. He has also closed doors to steer me from other things not in his plans. Through this process, I have learned that when I was discouraged and unable to understand or visualize his plans; it was only because he was beside me, guiding me to this day.

Dr. Binyao Zheng begin with me as my Qualitative Research Methods professor. He was so positive and encouraging, I asked him to be and dissertation chairman and he quickly accepted the task. He helped me shape my ideals into a proposal. He also led me to my current dissertation chairman when it was time for me to learn more about quantitative research methods.

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Dr. Belinda Edwards has been a valuable member on my committee. She showed interest in my topic that ensured me it was one that was relevant to current educational issues that needs to receive more attention. I especially appreciate her for being so accommodating with the virtual meetings that have facilitated our communications.

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Chapter 1: Introduction

Introduction / Background

Occupational burnout is gaining international attention. The World Health Organization has included “Burnout” in the International Classification of Diseases as an occupational phenomenon (World Health Organization, 2019). They defined it as a syndrome resulting from stress that has not been successfully managed. This phenomenon among teachers has created a devastating rate of attrition that urgently needs attention. There is consensus acknowledging there isn’t a teacher shortage, but a teacher retention problem (Ingersoll & Smith, 2003). Teacher Leaders are instrumental in the development of professional standards and influencing of policymakers that focus on working conditions important to all teachers (Katzenmeyer & Moller, 2003). This study examines how Teacher Leaders may mediate teacher burnout during the coaching mentoring process by identifying the factors that affect teachers and providing recommendations that are beneficial for creating initiatives to decreasing teacher burnout.

There is much confusion surrounding a concise definition of teacher leadership and the expectations of teacher leaders (York-Barr & Duke, 2004). The concept of “teacher leadership” is relatively new to the field of education. The importance was discovered through research on principals and school improvement. There can’t be significant progress in school in which hierarchical control separates school principals from teachers (Lambert, 1998). Katzenmeyer and Moller (2009) describe “sleeping giants” as being strong catalysts for making changes to improve improvement (p. 2). They define teacher leadership as “teachers who lead within and beyond classrooms; identify with and contribute to a community of teacher learners and leaders;

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influence others towards improved educational practice; and accept responsibility for achieving the outcomes of their practice” (Katzenmeyer & Moller, 2009).

Teachers are leaving the teaching profession in exponential numbers. Over 10% of teachers leave the profession after 1 year and an additional 12% leave after 2 years (Kaiser, 2011). Teachers who have worked in a school for 4 or more years are more likely to report burnout (Klassen & Chiu, 2011). Teachers have important roles beyond the obvious of teaching content to students. Teachers are also charged with shaping and inspiring our youth. Teachers are the beginning of all professions. With the profession’s attrition rate growing, it’s alarming that there may be devastating results and there must be more attention given to its burnout victims.

I became interested in this topic because I am a teacher. I have worked as a teacher for 13 years. I began my teaching career after working as a substitute teacher while finishing my Criminal Justice undergraduate degree. Throughout my tenure, as a teacher, I’ve experienced humbling opportunities working with teachers in many settings. I understand teachers in general can and do experience burnout due to the nature of their work; however, my experiences have led me to believe some of the stressors that caused burnout could be reduced if school districts are proactive in examining the conditions that caused burnout. In each educational setting I’ve worked, I met wonderful teachers who I watched in anguish as they endured burnout.

Statement of the Problem

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Despite many reforms the educational system has undergone to bring about improvements, teacher attrition rates continue to increase. Teachers, new to their roles, need to have ongoing support and opportunities to problem solve (Katzenmeyer & Moller, 2009). Many school districts have addressed the issue of teacher burnout in various ways. Professional learning communities (PLCs) have created ways for educators to systematically work together to analyze and improve classroom practice. Professional learning is being used to improve teachers' knowledge, competence skills and effectiveness. Even with recent reforms, more research is necessary to address the critical problem of teacher burnout.

Conceptual Framework

The conceptual framework for this study is descriptive. Descriptive studies are explorations to describe the phenomenon being studied so that readers can gain familiarity. The researcher observes, describes, explores and analyzes information gathered to gain new knowledge that builds up previous knowledge. (Kramer, 1985) Descriptive studies aren't structured to give answers to questions about "who", "when", "how" and "when" and therefore, can't be used to determine causal relationships. They are designed to address the "what" questions like "what are the characteristics of the population or situation being studied?" They are used to gather details or make clear distinctions of a population. Descriptive studies have the following characteristics of:

- containing quantitative research,
- having uncontrolled variables,

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- containing cross-sectional studies, and
- are basis for further research.

This study describes the impact of stressors of teacher burnout with teachers involved in the coaching mentoring process. Quantitative methods were utilized using a questionnaire surveys and statistics procedures to answer the research questions in this study. Quantitative methods were employed to test deductively by examining the relationships between burnout factors identified from existing research. The variables (daily stressors) in this study, are not controlled by the researcher. This study includes sub-sections of teachers who belong to the sample population studied. In other words, there are some teachers that have participated in the coaching mentoring program and there are some teachers who have not been exposed to the coaching mentoring program. The results from this research will serve as a basis for further research using qualitative methods to seek answers to questions about “how”, “when” and “why”. This allows school districts to dive deeper to personalize their initiatives based on their unique circumstances.

Purpose of the Study

The purpose of this study is to provide insight on how to address the negative issue of teacher attrition. This study examined how coaching mentoring program may mediate teacher burnout during the coaching mentoring experience. Accomplishing this task will contribute to current literature and provide guidance for school leaders to create initiatives that are geared to address teacher burnout.

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Research Questions

This study focuses on factors of teacher burnout and the coaching mentoring process for teacher leadership. The primary questions guiding this study are:

1. What burnout factors are common among teachers involved in the coaching mentoring process versus those not involved in the coaching mentoring process?
 - a. Compare teachers from district with experience of the coaching mentoring program vs. those without the coaching mentoring program
 - b. Compare novice teachers from district with experience of the coaching mentoring program vs. those without the coaching mentoring program
 - c. Compare mentors vs. non-mentor teachers, excluding teachers who never participated in the coaching mentoring program.
2. To what extent mentee teachers experience burnout and to what extent may the coaching mentoring program ease teacher burnout?
3. What psychological attributes of burnout are most common by teachers involved in the coaching mentoring process versus those not involved in the coaching mentoring process?

Question 1 helps distinguish which of the 17-common factors of teacher burnout are most common among teachers in various subgroups e.g. teacher with the Coaching Mentoring Program (CMP) vs. without the CMP, mentee teachers vs. mentor teachers, and mentor teachers

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vs. non-mentored teachers. The intention of this question is to note the differences in the burnout factors based on the teachers' support systems.

Question 2 identifies how teachers are affected by measuring the degree of their burnout. This question attempts to measure the perception of the teacher involved in the 2019-2020 mentoring program to determine if there are any differences in the perceptions of burnout with the application of teacher leadership during the Coaching Mentoring Program.

Question 3 is used to provide guidelines for teacher mentoring program in the future. This question will examine data on the psychological attributes that are most identified as stressors that have significance to the burnout of teachers. Data from all participants will be analyzed to determine which of Maslach's Burnout attributes were most frequently cited for burnout.

Significance of Study

There is consensus among the research community that there is a growing problem with teacher burnout as there has been numerous studies conducted on the topic. However, this study will be original as no other study has addressed how teacher leaders affect the factors of teacher burnout during the coaching mentoring process. Of all school staff, I believe teacher leaders work closest with teachers and therefore are most influential when determining what factors of burnout teachers are most affected by. The results of this study will pave the way for school districts to create teacher attrition or longevity initiatives that consider how teacher leadership affect burnout factors that can and should be addressed with the goal of decreasing attrition.

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Definitions of Key Terms

Attrition - the loss of employees through a natural process, such as retirement, resignation, elimination of a position, personal health, or other similar reasons.

Coaching – the unlocking of a teacher’s potential to maximize their effectiveness. It is helping them to learn rather than teaching or telling them.

Leadership Certificate – A certificate issued by a governing body that authorizes an educator to hold leadership positions within a school system.

Maslach’s Burnout Attributes – Comprised of 3 psychological attributes that describe burnout. The three attributes are emotional exhaustion, depersonalization and reduced personal accomplishment. (Maslach & Jackson, 1996)

Mentor - A school district staff member tasked with supporting new teachers. Mentors are distinct from other personnel (such as instructional coaches) who provide support to a broader range of teachers (which might include new teachers).

Mentoring Program - A program operated by a school district designed to provide support specifically for new teachers.

School Leader – A certified teacher or school administrator

Teacher Burnout – Stress endured by teachers that have not been successfully managed.

Teacher Leader – A certified teacher who fulfills leadership roles within a school. These roles could include official roles like department chair or instructional coach and may include informal roles, like

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Teacher Leadership – The act of certified teachers performing roles in the school that support other teachers in their normal duties and responsibilities.

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Chapter 2: Review of Literature

Teacher Burnout

Research indicates one of the causes of teacher burnout stems from high demands placed on teachers by their administrators, accountability testing, and the quality of school life (Noushad, 2008; Wen & Zhou, 2007). Parts of teacher evaluations are measured by students' achievement. This can be extremely stressful when a teacher has students who may not be interested in being successful in school. Researched causes on burnout indicate it accounts for 26% of the teacher's status, 10% for coping with job-related stress, and 3% for curriculum (Cenkseven-Onder & Sari, 2009). Teachers are given more responsibility with fewer resources each year. Beginning teachers may believe their job is to be in a classroom teaching content to their students. Teachers are often responsible for duties unrelated to classroom curriculum. One study revealed teachers were severely punished for not turning in grade books and lesson plans on time; they also were responsible for various special program studies and various training (Wen & Zhou, 2007). In this study, the administrator said if the teacher couldn't perform her duties, then she could go, showing no ability to compromise or to help struggling teachers (Wen & Zhou, 2007). When teachers feel supported and respected, they are able to thrive professionally, thus allowing them to better meet the needs of their students (Skaalvik & Skaalvik, 2011). Changes in education policies are inevitable, but the responses administrators give to the teachers they supervise can make a difference between those policies having a positive impact or negative impact (Margolis & Nagel, 2006). Special Education Teachers experience higher levels of teacher burnout due to the extra requirements associated with paperwork (Chandler, 1983). They also reported problems related to burnout including,

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inadequate salaries, discipline of students, inadequate planning time, students' attitudes, and pupil-teacher ratios (Olson, 1982).

Maslach's Three Dimensions of Burnout

Maslach and Jackson (1982) defined burnout as a psychological syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with other people in society. They conducted extensive research on emotional exhaustion, depersonalization and reduced personal accomplishment. They used interviews, surveys, and field observations in a wide variety of professions involving service people and were able to conclude that burnout does lead to the deterioration in the quality of service provided. Burnout appeared to be a factor in job turnover, absenteeism and low morale and correlated to physical exhaustion, insomnia, increased use of alcohol and drugs, and material and family problems (Jackson & Maslach, 1982). This finding led the researchers to create an instrument to evaluate burnout. The Maslach Burnout Inventory (MBI) was made of three subscales to assess the different aspects of burnout. The three areas were:

- emotional exhaustion,
- depersonalization, and
- personal accomplishment

Emotional exhaustion is when emotional resources are depleted. One may feel they are no longer able to give of themselves at a psychological level. There are nine items in this subscale with statements to assess emotional exhaustion. Depersonalization is when a

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dehumanized perception of others is developed and may even lead to workers viewing others as deserving of their troubles (Ryan, 1971). There are five items in this subscale to assess depersonalization. Maslach and Jackson's studies note that emotional exhaustion and depersonalization are related and should be correlated. Higher means corresponds to higher degrees of burnout. Reduced personal accomplishment is the tendency to judge one's own work negatively. There are eight items in this subscale with statements to assess personal accomplishment. Lower means in this subscale correspond with higher degrees of burnout.

An adapted version of the Maslach Burnout Inventory (MBI) was created to assess burnout in the teaching profession. The Maslach burnout Inventory-Educators Survey (MBI-ES) (Maslach et al., 1996) was developed for several reasons. The first reason is that the teaching profession is one of the most prevalent professions in the United States. The second is that the teaching profession is tasked with increased pressures by society. Lastly, national reports have noted that teachers are leaving the profession and fewer people are choosing to enter the profession, resulting in a future shortage (Maslach et al., 1996). The original statement from the inventory was adapted for the Educators Survey by changing pronouns like "clients" or "recipient" to "student" since the recipients of teachers' service are their students.

Why are Teachers Stressed Out?

Many variables that may affect teacher burnout include gender, personality and years of teaching experience. Gender is also associated with teacher burnout. Female teachers reported more than male teachers they felt exhausted at the end of the day. Females also reported higher scores on emotional exhaustion and conflicts than males (Drake & Hebert, 2002). Overall, this

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study revealed male teachers are more energetic than female teachers. This may be due to the fact that females may have other responsibilities, like taking care of their families, in cultures which this is primarily a female's responsibility. The study also indicates females experience emotions more intense than their counterparts. It was concluded that female teachers experience higher levels of burnout; while male teachers are more prone to burnout when trying to control student behavior due to instructional classroom management (Martin et al, 2012).

Personality is another factor that may contribute to a teacher's stress level and/or ability to cope. One study stated teachers who strive towards perfectionism are more likely to become stressed and experience burnout than those that don't. Those teachers relate better to positive pressure and not to the negative reactions and pressures attributed to the duties of teaching (Stoeber & Joachim, 2008). The results from the study also revealed teachers who strive for perfection are more likely to suffer from stress when they are not able to achieve the goals they have.

A teacher's years of experience in the profession is negatively associated with burnout. Whatever the conditions are within the school, the brunt of this attrition is attributed to new teachers (Scott, 2019). As the number of years a teacher has taught increases, the likelihood they suffer from burnout decreases. This may be attributed to them finding ways to deal with the stress brought on by the profession. They are better equipped with techniques and strategies to handle the things reported as being causes of teacher burnout (Ozdemir, 2006). Teacher burnout may cause teachers to have feelings of alienation, self-doubt, harbored negative emotions, and develop cynical attitudes towards students.

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Coping resources and internal self-efficacy have been found to lessen the effects of burnout in teachers (Betoret, 2006). Teachers with more internal and external self-efficacy were reported as perceiving fewer barriers and difficulties in the profession. As a result, they were less affected by burnout. One study found teachers who have more self-efficacy skills and coping resources are more able to deal with stressors that cause burnout. Likewise, teachers who feel prepared at the onset of their careers are less likely to experience burnout (Skaalvik & Skaalvik, 2011). Job stressors have a direct and positive correlation on teacher burnout and self-efficacy and school coping resources are mediators to burnout (Betoret, 2006).

Factors of Teacher Burnout

A study conducted by Robert Mayben (2007) found that teaching can be considered a high-stress occupation because of the elements associated with stress: a bureaucratic structure, continuous evaluation of its processes and outcomes, and increasingly intensive interpersonal interactions with students, parents, colleagues, principals and the community. Mayben's work examined factors such as student misconduct, student apathy, overcrowded classrooms, salaries, demanding or unsupportive parents, budgetary constraints, school administration, lack of support, and negative public opinion. The factors of teacher burnout referenced in this section are based on the information from Mayben's work and were used as part of the survey instrument to collect data for this study.

Student and/or Parental Apathy

Apathy is the lack of the ability to have an emotional connection with someone. It's important for teachers to understand the students and parents they work with and have a

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meaningful connection. “There is no program and no policy that can substitute for a parent who is involved in their child’s education from day one.” – President Barack Obama (2010) There are many organizations with programs designed to attempt this and ease the effects caused by lack of involvement; however, nothing can replace the power of home, school and community collaborations. Authentic family engagement can only occur when the school centric approach is distant. Teachers should emphasize the importance of encouraging parent engagement in place of parent involvement (Cook & Morizio, 2017). Students and their families must feel that they are a vital component in the child’s education. Open communication and a trusting relationship are remarkable things to be able to have with students and their parents; however, compassion is the ultimate goal for me.

Work Overload

Teachers may experience work overload due to having additional responsibilities each school year. Teachers are expected to follow through with school initiatives even when theory and practice create conflict. Resnick and Hall (1998) made an argument that significant professional development is necessary to move from an old theory of learning to a new theory (Resnick & Hall, 1998). Teachers shouldn’t be asked to perform a task without the necessary tools. This causes hardships and stress.

Lack of Control over Curriculum

With teachers being the deliverers of classroom instruction, it is befitting that they be the ones to have autonomy over their curriculum. At times, teachers may be left in the dark about decisions that are made about the curriculum they are responsible for teaching by school and

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district leaders. Ingersoll conducted research on power, control, and accountability and concluded that schools that give teachers more control over key school-wide and classroom decisions have fewer issues with student behavior, have stronger collegial relationships among teachers and administrators, have committed staff, and higher teacher retention rates (Ingersoll, 2007).

Lack of Information from Administration

It is counterproductive to allow teachers who are competent, credible and approachable loose without the necessary guidance from administration (Patterson, 1993). It's important for the school administration to disseminate information to teachers. This ensures teachers that they are important and trusted to be part of a team with a shared vision. Lack of shared information may create an environment where teachers make decisions based on lack of information.

Student Behavior/Lack of Respect

Schools where teachers have more control over classroom decisions, have fewer problems with student behavior (Ingersoll, 2007). Having autonomy over classroom decisions allow teachers to utilize strategies that work best for them. When students feel teachers are powerless in their authority, the student may take advantage of the situation to gain control over classroom functions. Students exhibiting disruptive behavior need compassion from their teachers. Without teachers' compassion, students may feel alienated, leading to students being less motivated to be successful in school (Chang & Davis, 2009). Teachers of students with troubled home lives and mental health may find it challenging to perform the routine classroom duties.

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Legal Ramifications

With so many new changes to policies, teachers are faced with a battle to make sure they are following legal guidelines that could result in the loss of their certification, civil suits and criminal suites. Discipline and following federal guidelines with students with disabilities are two major pitfalls for teachers. A strong behavior management system is a necessity for being proactive. It should be fair and used to prevent a repeat of the behavior that led to the situation in the first place. Students with disabilities have Individual Education Plans that must be followed. These plans are put in place to ensure they are receiving an education that meets their individualized needs in an environment that is as close to the general education setting as possible for that student to experience success in their academic career. Sean DeVetter, staff attorney with the Professional Association of Georgia Educators (PAGE), warns all educators to “please contact the PAGE legal department as soon as possible” when they are in situations, where they are not sure of what to do; warning that anything actions or statements made without legal advice could be used against the educator. (Professional Association of Georgia Educators, 2010, p.28) PAGE is just one of many organizations that teacher may become members of due to fear of future legal ramifications.

Nepotism/Favoritism/Politics

Teachers may experience situations where they feel like the merit of their work is being shadowed by the relationship other teaches may have with those in positions of authority. These teachers may feel stressed when they witness relatives or friends receive resources or favors that aren't justified by the work of those on the receiving end.

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Increased Paperwork/Documentation

Teachers report higher levels of workload compared to other professionals (Hooftman et al, 2015). Teachers spend increasing amounts of time documenting due to an increasing amount of legal issues that have complicated the education field. Special education teachers may understand this stress most. They are often tasked with large caseloads of students and multiple subjects to specialize in the content. Special education teachers may be given more duties than the general education teacher, but less time to complete the duties.

Lack of Variety (Boredom; Repetition)

Teachers who teach the same content several times a day may experience stress from the lack of variety in their day. This stress could manifest into them feeling unimportant and unenthused about their job. School climate begins with teachers and can spread to affect how students respond to the demands of school.

Underpaid for Responsibilities

According to a global survey conducted by the Varkey Foundation, Americans think US teachers are underpaid by \$7,500 a year (Jones, 2019). The stress of working and not being able to fulfill financial responsibilities can take a toll on teachers. Teachers often aren't even able to repay the student loan they took out to pursue the career and must leave the profession to find careers that will support their obligations. If districts want professional teachers, they must be willing to pay then salaries they will keep them committed.

Administration

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Teachers are highly aware of the likes and dislikes of their administrators. An administration of leaders can affect a teacher's stress by setting the tone for which the working relationship will follow. A "family" relationship may symbolize a hierarchical system of an authoritarian relationship in which administration makes decisions on their own and tell others what to do and how to do it (Hargreaves & Fullan, 1998). A "democratic" relationship may be more conducive because it is built on mutual respect and trust. It encourages discussions and shared decision making where participants are equal.

A Particular Class

One of the most overwhelming problems for teachers is their failure to manage the environments in their classrooms (Reeves, 2012). Teachers may endure stress from the responsibilities of a particular class. Certain classes may require the teacher to use qualities that they aren't fond of. For example, a class full of gifted and talented students may require the teacher to be cognizant of their feelings since gifted and talented students can be characterized as being overly sensitive.

Your Home/Personal Life

Zinn studies supports the notion that teachers have barriers and found there were four personal issues that a teacher may not share with their colleagues that affect their professional life. These issues included: family responsibilities, personal health issues or concerns, lack of family support, and cultural or religious values (Zinn, 1997). Some teachers may find it hard to separate their personal and professional lives. Stress from a teacher's personal life can interfere

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with their ability to be a professional if they are frequently absent, not able to carry out the job duties or have a negative attitude towards their co-workers, students and parents.

Technology

Technology can be viewed as a commodity or a curse. If teachers are fully aware of how to navigate the technology, it can be burdensome and make the teacher appear incompetent. Contrary, professionally trained teachers could fall prey to depending on technology that frequently has technical issues, not in the teacher's control. Lack of technology could also be a stressor for teachers. In smaller districts, there may be less funding available for schools to invest in 21st century technology that is competitive with other schools.

Lack of Emphasis on Academics

Teachers may feel stressed when concerns about academics take a back seat to other student-related activities such as sports. Depending on the school's agendas, there may be special emphasis placed on promoting programs that aren't related to academics. This may stress teachers since their primary focus is providing academic instruction in which teachers will be held accountable for. Increased emphasis government mandates have placed on high stakes testing has also played a role in teacher burnout and attrition (Cody, 2014). In 1983, the National Commission on Excellence in Education promoted school accountability through standardized testing. Over the next few years, high-stakes testing became standard to measure students' educational levels. This could lead teachers to spend more time preparing students to take standardized tests; instead of preparing academic lessons with rigor and real-world relevance necessary to foster higher-order thinking skills.

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Teacher Evaluations

Teacher evaluations are considered when determining if teachers keep their jobs and/or the need for remediation in their duties. Lately, there has been discussion among legislators referencing merit pay for teachers. With evaluations being a pivotal part of a teacher's career, they may cause stress because they will be a factor that affects other areas of life e.g. the affordability of life amenities. The 2010 Race to the Top campaign, placed more accountability on teachers. Currently, the Common Core Standards and PARCC testing have added new dimensions of stress, given their close link to teacher evaluations (Kamenetz, 2015; Martinetz, 2012; Ravitch, 2014).

Poor Teamwork/Isolation

Teachers may experience stress if they are in working relationships that have evidence of poor team building or if they feel isolated. Teachers and administrators indicated their reluctance to move back to the classroom was not only related to limited financial benefits, but also to the isolation and limited opportunities they experienced as classroom teachers (Katzenmey & Mooler, 2009). Collaboration with other teachers is essential to student achievement. Isolated teachers may become stressed because they are not able to share responsibilities, get useful feedback and build trusting relationships with their co-workers.

Teacher Support Programs to Ease Burnout

Many school districts have addressed the issue of teacher burnout in various ways. Professional learning communities are created as a way for educators to systematically work together to analyze and improve classroom practice. Professional learning may be used to

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improve teachers' knowledge, competence, skills and effectiveness. Specialized training, formal education and advance professional learning could be attended in a variety of formats.

Professional learning is connected to student achievement. Teachers must know better in order to do better. If teachers never learn new and improved ways to be effective, their students are confined. Since students are different and learn differently, teachers must be equipped with the knowledge to meet the needs of all students. Teachers who are new to their roles need to have ongoing support and opportunities to problem solve (Katzenmeyer & Moller, 2009).

Some schools may offer teacher workshops on how to deal with the stress of the occupation. However, in smaller districts where these workshops are not available, it is recommended that teachers realize they cannot be the teacher, parent, and mentor to each student. Teachers must not focus on school once they leave for the day. They should also form support groups with colleagues that may share the same feelings they do (Botwinik, 2007). Teacher support programs are helpful with alleviating burnout. In a related study, when two groups of teachers were surveyed, one group participated in a teacher support group that equipped participants with strategies to use and serve as a forum to voice concerns. The other group didn't have a support group. Both groups reported being stressed from the occupation; however, the group of teachers with support reported they felt supported, when given new instructional practices, and gained more confidence in their classroom management strategies (Center of Comprehensive School Reform and Improvement, 2007). Teachers who experience burnout may experience a feeling of inconsequentiality. That is, they feel a sense their efforts to help others are not enough and they won't gain any personal payoffs for their work (Farber, 1992).

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Increasing collaboration has also been a big initiative school districts are pushing for. Collaborating with students, families, educators and community stakeholders is essential to the success of our students. Collaboration is the active engagement that involves coming together or interlocking (Grant & Ray, 2016) rather than just being involved. Collaboration has positive effects on other educators and stakeholders by improving school climate. A positive school climate is fostered through a shared vision of respect and engagement across the educational system. School climate is shown to be important when educators openly communicate with one another, feel supported by their peers and administration, and establish strong student-educator relationships that tend to have better student academic and behavioral outcomes (Brown & Medway, 2007).

Teacher support personnel positions have been created in some districts, like Teacher Coaches/Leaders. These positions are non-administrative positions designed as teacher leaders to model and lead change for teachers in a bottom-up fashion, instead of the traditional top-down approach. People look to these coaches/ teacher leaders to define what is normal for the group (Donaldson, 2006). These leaders are resource providers, instructional resources, communicators, and visible presence. They should provide their followers with resources necessary to adequately to perform their duties. They should support instructional activities and programs by modeling desired behaviors, participating with in-service training, and consistently giving priority to instructional concerns. They should be communicators by setting clear goals and frequently articulate them. They should have a viable presence by being highly accessible. Teacher coaches/leaders must be models.

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Teacher Leaders

Teacher Leadership is an identified “needs to improve” area for P-12 students’ academic performance as measured by various assessments. The Georgia Professional Standards Commission’s purpose was to prepare classroom teachers to develop as leaders in their schools and school systems. The Georgia Professional Standards Commission identified the following standards as significant actions unique to teacher leaders:

1. Teacher Leaders will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.
2. Teacher Leaders work with stakeholders to promote the development of a school culture that fosters excellence and equity in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment.
3. Teacher Leaders demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards.
4. Teacher Leaders model best practices in pedagogy and serve as a mentor and coach for other educators.
5. Teacher Leaders work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making.

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6. Teacher Leaders access and conduct research and apply research findings to improve teaching and learning.

7. Teacher Leaders demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change. (Georgia Professional Standards Commission Teacher Leadership Standards, 2011)

Teacher leaders may or may not have official titles within a school. Most notable teacher leaders are academic coaches, instructional coaches, and department chairs. According to Katzenmeyer and Moller (2009), a teacher leader is someone who demonstrates the ability to:

1. Lead within and beyond the classroom,
2. Contribute to a community of learners and leaders,
3. Influence others towards improved practice, and
4. Accept responsibility for achieving outcomes.

Leading within and beyond the classroom is essential to the success of a teacher leader. Teacher Leaders are legitimated by their peers by being perceived as being competent in their classrooms and capable of positive facilitation of students learning. Teacher Leaders can work beyond the classroom in positions such as coaching and official mentoring positions to focus on improving teaching and learning. This may be an option for some teachers who find time demands of teaching full time and an increased workload difficult while taking on a demanding leadership role. Teacher leadership roles empower teachers to realize their professional worth while still maintaining the certainty of their teaching roles (Stone et al., 1997). Some teacher leaders are drawn to seek official leadership roles, while others don't seek positions that lead to

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leadership positions. Some teachers will remain in the classroom because they are most comfortable taking on leadership roles while remaining in close with their students.

Contributing to a community of learners and leaders can help teachers realize their leadership skills are valuable and give them the courage to lead within their school (Lieberman & Wood, 2003). Teacher Leaders understand the relationship between learning and leading. They may view leaders as being lead learners. Teacher Leaders participate in professional learning communities that are aimed at learning in a social context rather than only learning individually (Stein, et al, 1999). Teacher leaders are partners with formal school leaders in their efforts to improve teaching and learning (Hord, 2003). Teacher Leaders are “middlemen” in the school’s hierarchy. This allows them to serve as a buffer between administration and teachers. Continuity of leadership is necessary in schools to maintain reforms. Teacher Leaders can provide a buffer to any disturbance that may derail school improvement efforts (Fullan, 2005). Teachers may not be able to clearly advocate for themselves or voice their need for resources. Likewise, administration may not be able to relate to teachers and utilize teacher leaders to gain insights on when and how to effectively lead by building alliances and networks in these communities (Crowther, 2008).

Influencing others towards improved practice is important since a Teacher Leader’s goal is to promote positive change. It’s vital that Teacher Leaders are approachable (Silva, et al, 2000). Being approachable enables teachers to feel comfortable sharing their difficulties and accept resources. Teachers may shy away from discussing needs with administration due to the fear that it may signal negative perceptions to administrators. Teacher Leaders reach out to others with encouragement, technical knowledge to solve classroom problems, and enthusiasm

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(Rosenholtz, 1989). They are resource providers. Teacher Leaders are hardworking, involved with innovation, motivate students with a variety of abilities, and available to other teachers (Mooney, 1994). These attributes of teacher leaders make them more pleasantly attractive and inspirational to their colleagues.

Accepting responsibility for achieving outcomes despite the result is critical for being a successful Teacher Leader. Teacher Leaders who admit to mistakes will gain the respect of teachers and make it “normal” for others to make mistakes. Mistakes are “learnable” moments that allow for new and innovative ideas to be fostered. It's also important to note that goals aren't always going to be met. Small successes are important and should be celebrated even if the entire goal isn't met (Barth, 2007). Consistent follow up is important to teachers (Moller et al., 2000). This allows plans to be created, carried out and their success to be evaluated. At the end of that cycle, new plans should be created, based on the results to continue towards a shared goal. Vision without execution equals hallucination (Harris, 2003). Collaboration creates “buy-in” with teachers that foster shared responsibility for outcomes.

Teacher Mentoring and Coaching

The purpose of mentors is to contribute to fostering the talents of teachers by leading by example, providing resources, directing, managing, instructing, unblocking impediments to change and by building self-confidence and self-esteem (Fletcher, 2012). School-based mentoring programs have been around since the 1980s; however, the way they are utilized and to the extent of their use differs. Mentoring can be conducted in a one-to-one setting or as a group. Mentors' experience can range from highly trained to being selected as a convenience or

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volunteerism basis. Mentors can be teachers with full classroom responsibilities or district leaders with sole responsibilities as a mentor. Mentors may or may not be compensated for their extra duties and responsibilities.

A study titled, “How do school districts mentor new teachers?” conducted by the Regional Educational Laboratory Central, investigated how school districts typically mentor teacher surveyed respondents from nearly 1,000 school districts in the states of Kansas, Missouri, Nebraska, North Dakota, and South Dakota (DeCesare et al., 2006). The results showed most mentoring was provided by full-time teachers without release time mainly for the first year of employment, only half required mentors to observe mentees to observe their teachings, few districts required mentor training before starting mentoring, about half provided stipends to mentors, and lack of funding, time and stipend were barriers to implementing adequate mentoring programs. This study provides evidence that the coaching mentoring process does affect teachers.

While teachers can gain valuable experience and knowledge from mentors, mentors also can gain experience and knowledge from their mentee and the experience.

The Coaching Mentoring Process

With there being so many different types of coaches, it is important to identify which is most appropriate to achieve the goal at hand. Schools may employ literacy coaches, content-focused coaches, behavior coaches, technology coaches, data coaches and instructional coaches. No matter the type of coaching, their positions are designed to help teachers improve. The

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coaching process includes partnering with teachers to analyze current reality, set goals, identify and explain teaching strategies to meet goals, and provide support until goals are met. (Knight, 2018)

Teachers play a critical role in the anxiety levels and ability to affect their personal and professional knowledge, confidence and skills of mentored teachers. For a mentee, the relationship with a mentor could feel like a blessing or a curse. If the relationship is one filled with mutual respect, transparent communication and with common goals and understanding of their roles, the relationship is more successful (Russell & Russell, 2011).

Mentors typically have little or no formal training as mentors (Gershenfeld, 2014). They are usually selected due to convenience, volunteerism, or entitlement (Stanulis & Floden, 2008; Wood & Stanulis, 2009).

Little attention has been given to how the coaching mentoring process is affected by teacher burnout. I want to explore this topic by exploring how the perceptions of teachers in the coaching mentoring process are towards teacher burnout. I want to highlight how teacher leadership can affect teachers.

Izadinia's (2017) study on mentoring showed that mentoring styles greatly affect teachers' perceptions of themselves in their professional development. The study showed the presence of a mentor alone isn't helpful (Beutel & Spooner-Lane, 2009). Mentors must be skilled, knowledgeable, good communicators, reflective, and be able to collaborate with adults in an enthusiastic way which shows their joy for teaching (McCann, 2013; Roehrig, et al, 2008).

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Izadinia's (2017) study, "From a Swan to an Ugly Duckling", referred to a mentored teacher having a mentor experience that could negatively affect the purpose of the mentoring relationship. For instance, if a relationship is forced and the mentor is not a good fit, the mentor experience could be more damaging to the teacher's personal and professional development than if there wasn't a mentorship.

Positive mentoring relationships are built upon mutual trust and respect for both the mentor teacher leader and the mentee. This ensures the mentee will grow their self-confidence, knowledge and their problem-solving skills without fear of failure from mistakes. Mistakes are used as learning tools to improve upon. The experienced teacher leader serving as a mentor should be able to share their experiences and professional knowledge so the mentee is able to apply those understandings to their current situational tasks. The teacher leaders may even be able to learn from the mentee. With the mentee usually having the least amount of professional experience due to being younger, consequently, they are most likely to have the most current knowledge of "best practices" studied in the program of study in college.

Mentoring relationships should be between professionals who share harmonizing personalities. A relationship between two people with dominant personalities may lead to continuous dilemmas that would be difficult to support positivity. Likewise, a relationship between two passive people may lead to a lack of much-needed tasks being explored. Careful detail to the personalities of those involved could ensure the relationship is positive and productive.

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The consequences of a positive mentoring relationship between teacher leaders and mentees will lead to creating a regime of future teachers who welcome collaboration, value positive school culture and strive to also be teacher leaders.

Negative examples of mentoring relationships may be produced from relationships that are forced. When a relationship begins due to force or appointment instead of volunteerism, it may cause feelings of resentment towards the mentee which may lead to an uncompromising hierarchical relationship that breeds fear. When a mentee views a mentor as a superior, their actions are going to be guarded and they will not feel free to take risks which could lead to learning. The mentor and mentee may feel obligated to complete certain tasks of communicating; however, these activities would be in vain and may even cause damage to the professional development of the mentee and the reputation of the mentor.

The mentee in a negative mentor relationship may gain cynical views of their profession and contemplate leaving the profession entirely. They may begin to have feelings of distrust in others and develop generalizing paranoid thoughts of how all teachers are. Mentees may professionally isolate themselves from their colleagues and dread collaboration.

The consequences of a negative mentoring relationship will lead to disaster. Teachers who are not equipped with the tools to handle the professional stress will endure burnout. Burnout may take many forms, with not having a positive outlook.

Despite what past research and literature have highlighted about teacher burnout the effects of teacher leaders in the coaching mentoring process, there is still much to learn. More

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research is needed to determine how the coaching mentoring process effects teacher and their burnout status.

Vygotsky's Social Development Theory

Vygotsky's Social Development Theory was created by Psychologist Lev Vygotsky and published in 1962. Vygotsky's three major themes surrounded social interaction, the more knowledgeable other, and the zone of proximal development. This theory argued that social interactions precede developments. That is, consciousness and cognition will result in socialization and social behavior. This social theory can be applied to the topic of this research because of the similarities of the mentee/mentor relationship to the student/teacher relationship. The experiences that occur during the coaching mentoring process are intended to prepare teachers for successful tenures. (Katzenmeyer & Moller, 2009)

Social Interaction

Vygotsky believed that social learning came before development. He stated:

Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. (Vygotsky, 1978, p.57)

This can be related to this research by examining the way new teachers are able to learn from interactions with other teachers. Through those experiences, new teachers are able to

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determine formal and informal norms that will guide them through a pleasant tenure. This theme promotes collaboration as a necessary part of learning. This is also one of the essential functions of teaching; having the ability to collaborate with students, parents, stakeholders and other educators to create positive learning environments.

The More Knowledgeable Other

The more knowledgeable other refers to anyone who has a better understanding of a particular task, process or concept. In respect to this research, the more knowledgeable other would be representative of the mentor. According to Educator Effectiveness (2018) mentors should:

- Rethink program elements that affect mentors.
- Address challenges that new teachers really face.
- Use a tiered process to respond to needs. (p. 1)

As the more knowledgeable other, mentors should use their knowledge to serve as a basis to help improve their mentee's knowledge set.

Zone of Proximal Development

The zone of proximal development is the distance between the mentee's ability to perform a task under the supervision of the mentor and their ability to perform it independently of the mentor. This is the area when learning is evident. A new teacher may feel comfortable performing certain tasks while under the comfort of a closely guiding mentor; however, their ability to be confident independently performing tasks will determine if they have actually developed the skills necessary to be successful.

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Applications of Vygotsky's Social Development Theory

Vygotsky's research is essential to this study of examining how burnout is affected by the coaching mentoring program because of the relationship of a mentee and mentor in a coaching mentoring program. Just as Vygotsky's research implied, with mentor programs, the mentors are working with new or novice teachers to give and develop the skills necessary to be successful.

Vygotsky's research discussed teachers and students. However, this research is appropriate for application to this research since the teacher is representative of a mentor and a student is representative of a mentee or new teacher. Both relationships require social interactions, the person with more knowledge on the subject matter passing knowledge to the person with less knowledge on the subject matter and scaffolding to determine if the knowledge can be applied to situations independently.

Ethically, it wouldn't be acceptable to allow teachers to "discover" what works best for them. The nature of their work is helping a population (students) that expect teachers to look out for their interests. Teachers must already be prepared to teach them using the most effective and efficient strategies. Teachers are also limited by the amount of time they spend with their students. If they use a fair amount of time "discovering" what works best, they will have sacrificed time that can't be extended.

The social development theory is also applicable to the concept of burnout because if used properly, a mentor program is designed to alleviate the stress that may contribute to burnout. When the mentor is guiding the mentee, they are offering advice and providing

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resources that they feel are necessary, based upon their professional experiences, to reduce the factors that contribute to the stress that leads to burnout.

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Chapter 3: Methodology

Purpose of Study

Extensive research exists regarding high teacher attrition rates and its many attributing factors. This study is beneficial in determining how teacher leaders effect teacher burnout during the coaching mentoring process in order to determine how school districts can utilize school initiatives to address their unique teacher burnout issues that are beneficial for all stakeholders involved.

This was a descriptive quantitative study, utilizing an online questionnaire to collect data from participants employed as teachers in a coastal Georgia school district about their burnout status. With the objective being to gain knowledge on how teacher leaders affect the burnout factors during the coaching mentoring process, it was appropriate to gain information directly from teachers.

Theoretical Framework

Transformative frameworks focus on research that strive for social changes to be addressed from social and political changes based on unexpected perspectives to the problem at hand. This framework takes into account dimensions of power differences, such as those between teachers and their supervisors, building trusting relationships, such as those between teachers and teacher leaders, and creating mixed methods that promote positive change. (Mertens, 2012) Transformative research advocates for action agenda to help marginalized people. This study illustrates how declining alteration rates of teachers provide evidence that

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action is necessary to address the problem. It focuses on the needs of people; like the needs of the teachers that are experiencing burnout. Teachers are considered to be marginalized because they are part of a hierarchy between policymakers and policy beneficiaries and they may not readily advocate for themselves due to fear of potential reprisal by superiors. Based on this study's approach, the results of this study will pave the way for change in educational practices and policies that are reflective of teachers and differentiated based on their unique needs.

Research Design

This research utilized a cross sectional survey design study. The design was cost effective; allowed many different variables to be examined; it provided a quantitative summary of teacher burnout factors that may be clearly shared with stake holders; and to inspire future research. Data was collected from a population, at one specific point in time, which was selected based on specified criteria, while maintaining the integrity of the variables. Cross sectional studies are descriptive and can be used to describe the characteristics that exist in the population being studied. They provide rich information about what is happening to a population. However, causal meaning can't be used to make inferences or to gather data to support further research. The raw data for this research was gathered through Qualtrics, an electronic survey platform, and downloaded into SPSS software to prepare the data to be analyzed.

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District's Mentor Program

The school district referenced in this study has a mentoring program that already in effect for three years. The mentor program is designed to be completed in the duration of one year. Mentor positions are assigned by the school principal or school mentor coordinator, who are required to notify the district's Human Resource Executive Director of assignments. The mentor program begins the day before teacher pre-planning workdays and ends the last teacher workday. One day before teacher pre-planning, all teachers participating in the mentoring program meet for an orientation, along with their assigned mentor. Topics discussed include the district's mission, district's goals, ethics, and behavior management. Lunch is served and there are many opportunities for attendees to win prizes from business representatives in the community.

The district mentor manual serves as a guide to ensure all requirements for the mentors and mentees are met. The mentor manual states that mentors should be tenured, exemplary, and veteran classroom teachers who have completed the Teacher Support Specialist Endorsement series of the High-Performance Mentoring Workshop. The District's overall expectations are that:

- Mentors should maintain a one-to -one mentor/protégé ratio.
- Mentors should initiate and maintain weekly/monthly contact with the new teacher.
- Mentors should maintain confidentiality.

Some of the mentor duties include:

- maintaining a mentor log
- establishing a supportive relationship with the new teacher
- promoting the socialization of the new teacher in the school setting

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- helping the new teacher identify pressing duties and prioritize time
- assisting the new teacher with ideas to organize and manage the classroom
- recommending ways to plan and deliver instructional materials
- conducting confidential classroom observations with pre- and post-observation conferences
- helping the new teacher access resources
- suggesting ways to communicate effectively with parents
- modeling a commitment to school improvement and effective teaching
- fulfilling other mentor-related duties, as deemed appropriate by the principal

The manual is organized into sections that the mentor and protégé should check off once tasks are completed. There are separate task lists for each quarter of the school year. The lists provide the mentor pair with a minimum of items that are necessary to fulfil the responsibilities required for the program. New tasks mentioned in the 2018-2019 mentor manual include having the protégé observing another teacher with a post-observation conference and the mentor observing the protégé each quarter of the school year.

The manual concludes with a time log that is designed to ensure the minimum of 15 hours contact hours are conducted outside of school time. There is also an evaluation for the mentor to complete to evaluate their experience. Once completed the school principal or school mentor coordinator is required to review and sign the manual. Mentors stipend range from \$200 to \$350 and are paid in in the mentor's June paycheck. Mentors receive \$200 stipend if their protégé is an experienced teacher who is new to the district and \$350 if the protégé is a new teacher at the induction career level.

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Data Collection Procedures

Once IRB approval was acquired, the target population was contacted via a forwarded email from building principals with the following information: (1) a letter of introduction on the study, (2) a copy of the district's research approval letter, (3) Kennesaw State University's approval consent form, and (4) an electronic link to the survey questions. The target population was informed that their participation was voluntary and they could withdraw from the research at any time throughout the survey.

Participants were given two weeks to complete the survey. Since the response rate was under 50% after the first week, a friendly reminder was emailed to potentially increase the response rate.

I solicited participation by email to all of the 815 teachers employed in the district. I used quantitative information to examine burnout factors among certified teachers within the prek-12 grades who self-report. The quantitative questions included demographic questions regarding number of years of teaching experience, content area, experience with the mentoring program and gender. Other quantitative information gathered in this study was used to gauge how participants felt about factors that contributed to their burnout. The information gathered was used to understand the relationship between teacher burnout experienced by those in the coaching mentoring process versus those not in the coaching mentoring process. Participants were given two weeks to complete the online survey through Qualtrics, an online survey software. A reminder of participation was email one week to remind target participants that their participation was greatly needed and appreciated.

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Participants

The target population for this study was all of the 815 teachers employed at a school district in the coastal Georgia region. Demographic data, on the school district, was gathered from the Governor's Office of Students Achievement Dashboard for the academic year of 2017/18. The school district's faculty consisted of approximately 815 teachers. The predominant gender of teachers were female. 14% of the teachers were male and 86% of the teachers are female. Most of the teacher's ethnicity were of Caucasian descent. 91% of the teachers are Caucasian, 5% are African American, 2% are Hispanic, 2% are Multiracial and less than 1% fall into the other category. The average years of experience of the target population has taught for 14 years. 4% have less than 1 year of teaching experience, 34% have 1-10 years of experience, 38% have 11-20 years of experience, 21% have 21-30 years of experience and 4% have more than 30 years of experience.

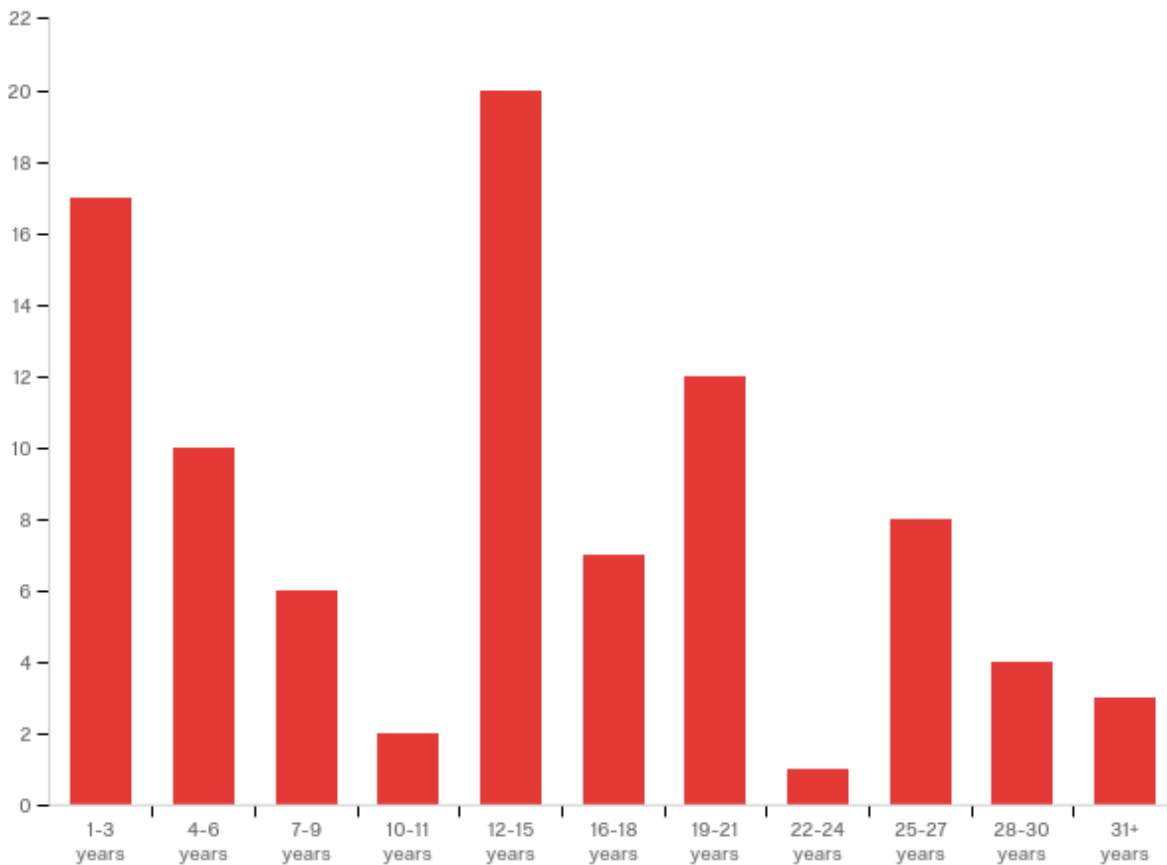
The district's principals were sent invitational emails to forward to all teachers in their building to request their participation in this study once approval of the Kennesaw State University's Institutional Review Board (IRB) and permission from the school district's Internal Review Board was granted.

Of the invitations sent out, 94 responded and 90 gave consent that was required to access the survey. That yielded a response rate of 11%. Of those that participated in the survey 75 were female (83%) and 15 were male (17%)

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The graph below illustrates the number of teaching experience the participants have. The category with that most participants identified as was the 12-15 years of experience teaching category as 22%. The second highest category was 1-3 years at 17%.

Years of Experience



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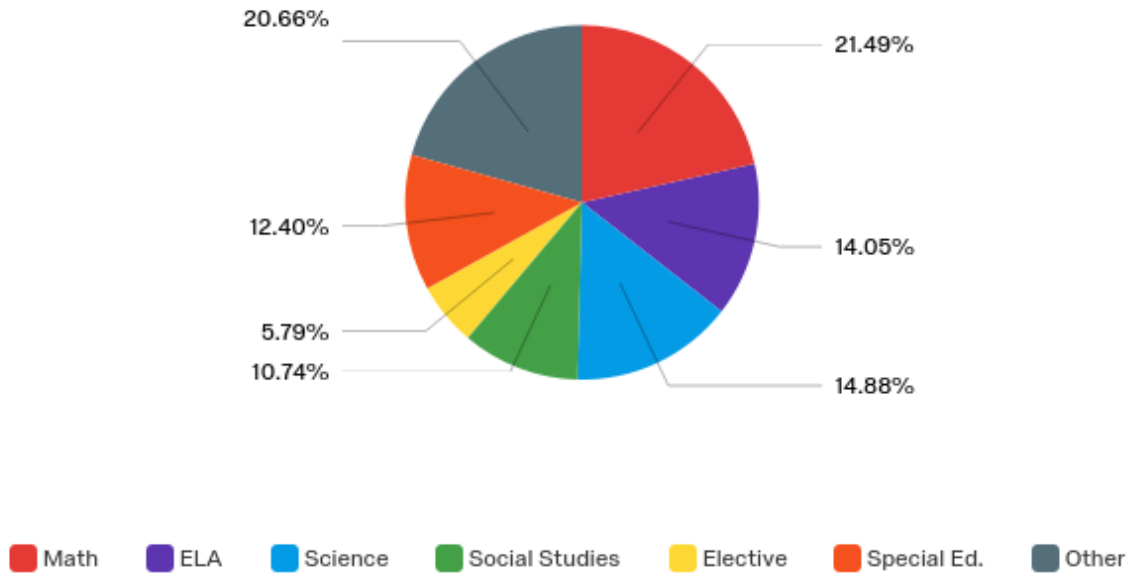
#	Field	Choice Count
1	1-3 years	18.89% 17
2	4-6 years	11.11% 10
3	7-9 years	6.67% 6
4	10-11 years	2.22% 2
5	12-15 years	22.22% 20
6	16-18 years	7.78% 7
7	19-21 years	13.33% 12
8	22-24 years	1.11% 1
9	25-27 years	8.89% 8
10	28-30 years	4.44% 4
11	31+ years	3.33% 3
		90

Showing rows 1 - 12 of 12

The greatest percentage (21.49%) taught Math. The second greatest percentage (20.66%) taught other subjects, like music P.E. and Art. The pie chart below demonstrates the other subjects included in the survey.

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Subjects Teaching Area

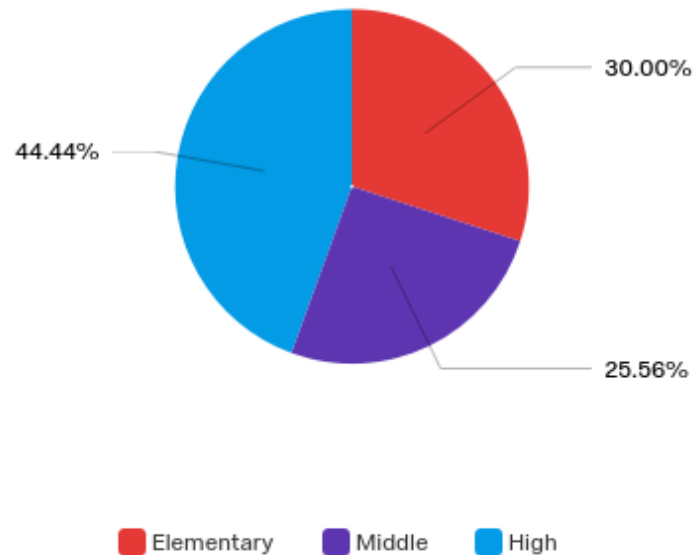


Grade Level Taught

The greatest percentage (44.44%) of teachers surveyed taught at the high school grade level. This includes grades 9 through 12. The pie chart below demonstrates data collected that represents all grade levels that the participants taught.

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Grade Level Taught



Leadership

Participants were asked if they possessed a leadership certificate. The Georgia Professional Standards Commission issues two tiers of Educational Leadership certificates. Both certificates require the completion of an approved Educational Leadership certification program, the completion or exemption of all applicable special Georgia requirements, and the employment by a Georgia LUA. A LUA is a local education agency or a regional educational service agency, including but not limited to public, waiver, strategic waiver system, charter system or charter schools and private schools. Of the 90 participants who responded to the survey 11 (12%) responded Yes and 79 (88%) responded No. Participants were also asked if they have ever

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served in leadership roles within the school district: 29 (32%) responded Yes and 61 (68%) responded No.

Instrumentation

Demographic information was collected by asking participants to identify their gender and years of teaching experience. This data may be used to determine trends. Other demographic data was collected to determine participants' current status in the mentoring program. This information was used to determine which questions participants need to advance to in order to collect the data necessary to answer each of the research questions in this study.

Stressors of Burnout. A modified version of Robert Mayben's survey of burnout factors was used for participants to assess how they are affected by 17 different stressors. These stressors include student and/or parental apathy, work overload, lack of control over curriculum, lack of information from administration, student behavior/lack of respect, legal ramifications, nepotism/favoritism/politics, increased paperwork/documentation, lack of variety (boredom; repetition), underpaid for responsibilities, administration, a particular class, your home/personal life, technology, lack of emphasis on academics, teacher evaluations, and poor teamwork/isolation. The adaptive tool is comprised of a 6-point Likert-Type Scale, with 1 meaning the factor is extremely non-contributing to daily stress and 6 meaning the factor is extremely contributing to daily stress. Participants who demographic questions determined where currently involved in the coaching mentoring process were also answer a second set of

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questions that assess how participants felt about each of the factors before the beginning of the school year.

Intensity of Teacher Burnout. Maslach Burnout Inventory-Educator Survey (MBI-ES) created by Christina Maslach and Susan E. Jackson (1996) was adapted for the use of educators. This instrument was adapted to assess an individual's intensity and frequency of perceived burnout. The inventory is 22 questions long and divided into three sections. Each section is composed of questions designed to assess the attributes of exhaustion, depersonalization, and personal achievement. Emotional exhaustion is the component where problems disappear outside of work. The depersonalization interpretation notions that detachment is excessive, leading to cynicism with negative attitudes with regard to students or colleagues, feeling of guilt, avoidance of social contacts and withdrawing into oneself. The professional may block the empathy shown to students and/or colleagues. The lack of personal accomplishment component represents the demotivating effects of a difficult, repetitive situation leading to failure despite efforts. The person begins to doubt his genuine abilities to accomplish things. This tool was used in this study for all participants to rate themselves on each section of the inventory to determine which psychological attribute may be affected by burnout.

Data Analysis Procedures

The results of the survey data were entered into SPSS software for statistics analysis. Table 1 summarizes the proposed data analysis with the corresponding research question and instruments used to gather the data.

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Descriptive analysis was utilized to answer research question 1. Independent Sample T-Test was used as a statistical test to determine whether there were statistically significant differences with the means of the two variables examined to answer each of the research questions.

Paired-Sample T-Tests was used to answer research question 2. The tests were used to determine whether the mean differences between the two data sets used was zero; meaning no differences in the factors examined. To determine if participation in the Coaching Mentoring Program had any effect on teachers' burnout, data of participants who were involved in the Coaching Mentoring Program during the current school year, as identified by demographic questions, were also asked to measure their stress levels to factors at the beginning of the year to measure change between participants' responses before the program and during the program. The null hypothesis for each analysis was that the population means for each group was equal. The alternative hypothesis was that the population means for each group is not equal. The alpha level was set at 0.05.

To answer research question 3, Independent Sample T-tests and Cronbach's Alpha Reliability Analysis were performed. The Independent Sample T-tests were used to compare the psychological attributes in the MBI in the participants involved in the coaching mentoring process versus those not involved in the coaching mentoring process. The Cronbach's Alpha Reliability Analysis was used to measure the internal consistency.

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Ethical Considerations

All research methods and necessary consent forms were approved and stamped by Kennesaw State University Institutional Review Board (IRB) (Appendix E) and Effingham County School District Institutional Review Board (IRB) (Appendix F). IRB applications (Appendix E and F), invitation to participate/consent forms (Appendix C), and CITI Training Course Completion forms (Appendix B) are attached.

There are no known risks in this study. Individuals might benefit indirectly from participation in this study from sharing information about their experiences documented by the survey. School districts may use the information contained in the study to create initiatives that address concerns shared by participants. This research has benefits to society as the knowledge gained in this study will impact local teachers as well as local institutions. Institutions benefit, for example, by receiving information to improve their coaching mentoring programs as a result of this study.

Before beginning the online survey, the first page includes an additional assent statement and note of voluntary participation reminding participants that they are free to terminate their participation at any time. To ensure confidentiality, surveys will not ask for any identifiable information.

Data collected will be stored on a computer device and encrypted to prevent unintentional breaches of security. Digital files are password protected and then securely erased at the appropriate time.

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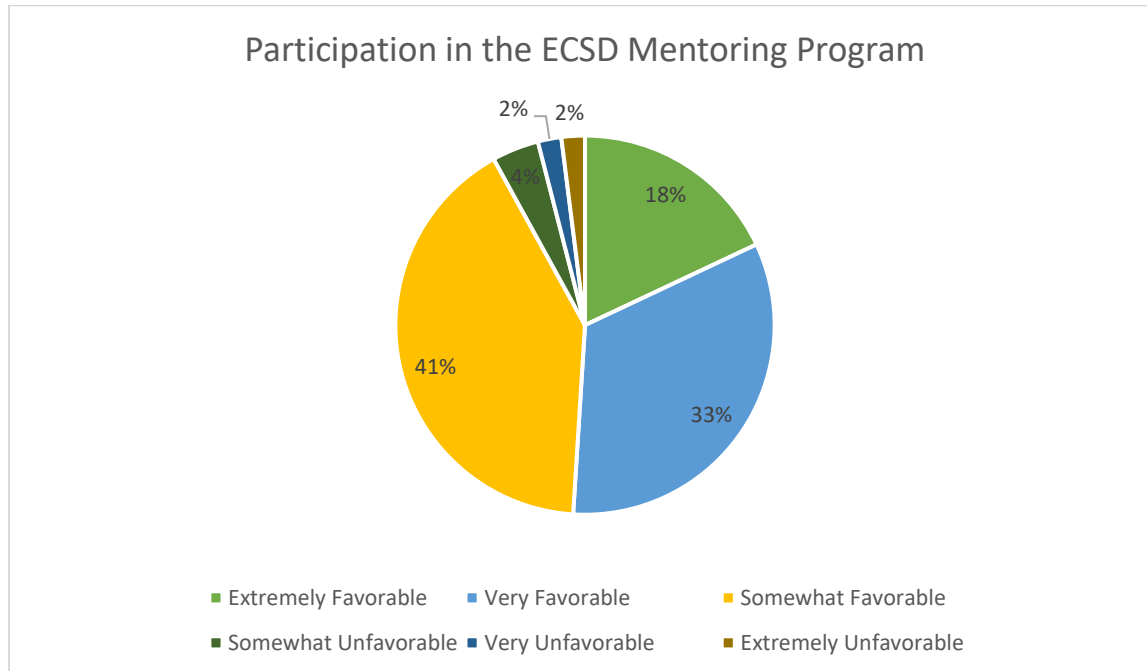
Chapter 4: Results

Descriptive Findings

ECSD Mentoring Program

Participants were asked if they have ever participated in the District's Mentoring Program. 55 (61%) responded Yes and 35 (39%) responded No. Of those that have participated in the Mentoring Program, 47% participated as a mentor and 53% participated in the program as a mentee. Of the 55 "Yes" respondents, participants were also asked to rate their satisfaction with the District's Mentoring Program. Participants were to rate their experience with the program as "extremely favorable", "very favorable", "somewhat favorable", "somewhat unfavorable", "very unfavorable", or "extremely unfavorable". Of the 55 that have participated in the Mentoring program, only 51 participants responded. Their responses are illustrated below. Most rated the program as "somewhat favorable" with 41%, followed by "very favorable" with 33%.

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Research Question 1

My first research question was:

What burnout factors are common among teachers involved in the coaching mentoring process versus those not involved in the coaching mentoring process?

- a) Compare all teachers with experience of coaching mentoring program vs. those without the experience of the coaching mentoring program.
- b) Compare novice teachers with experience of the coaching mentoring program vs. non-novice teachers without the coaching mentoring program.
- c) Compare mentors vs. non-mentor teachers, excluding teachers who never participated on the coaching mentoring program

To answer this question, independent sample T tests were performed to determine and compare the mean scores of each of the subgroups examined by the following daily stressors

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factors: student and/or parental apathy, work overload, lack of control over curriculum, lack of information from administration, legal ramifications, nepotism/favoritism/politics, increased paperwork/documentation, lack of variety, underpaid for responsibilities, administration, a particular class, your home/personal life, technology, lack of emphasis on academics, teacher evaluations, and poor teamwork/isolation. The independent sample t-test compared groups to determine if there were statistical differences between means. The greater the t-value, the greater the evidence against the null hypothesis.

$H_0: \mu_1 = \mu_2$ ----the group means are the same

$H_1: \mu_1 \neq \mu_2$ ----the groups means are not the same

Since the research question seeks to compare 3 sets of groups, subgroups were formed by examining answers to respondents' answers to demographic questions like, "Have you ever participated in the ECBOE coaching mentoring program?", "How many years of teaching experience do you have?" and "Did you participate in the ECBOE coaching mentoring program as a mentor or mentee?"

The results of each independent sample t-tests are provided in the table below. The table list each of the 17 daily stressors and their means for the specified sub-group. The T test results are also displayed.

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Table 1.1 Means and Standard Deviations for Burnout Factors

	Mentor Program (n=51)		Non-Mentor Program (n=31)		Group 1 t-value
	M	SD	M	SD	(*if p<.05 ** if p<.01)
Student and/or Parental Apathy	4.08	1.28	3.97	1.33	.38
Work Overload	5.06	1.09	4.84	.90	.95
Lack of Control over Curriculum	3.82	1.66	3.52	1.29	.88
Lack of Information from Administration	2.69	1.38	2.71	1.37	-.08
Student Behavior/Lack of Respect	4.00	1.50	3.61	1.38	1.17
Legal Ramifications	3.02	1.53	2.87	1.50	.43
Nepotism/Favoritism/Politics	3.22	1.62	3.19	1.45	.06
Increased Paperwork/Documentation	5.04	1.02	4.94	1.15	.43
Lack of Variety (Boredom; Repetition)	2.82	1.57	2.52	1.55	.86
Underpaid for Responsibilities	4.41	1.55	4.16	1.46	.72
Administration	2.76	1.49	2.61	1.50	.45
A Particular Class	2.96	1.46	3.03	1.58	-.21
Your Home/Personal Life	1.96	1.10	2.58	1.41	- 2.23*
Technology	2.69	1.46	2.42	1.18	.86
Lack of Emphasis on Academics	2.76	1.44	2.35	1.47	1.24
Teacher Evaluations	3.29	1.63	3.32	1.62	-.08
Poor Teamwork/Isolation	2.39	1.31	2.26	1.29	.45

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Table 1.2 Means and Standard Deviations for Burnout Factors

	Novice In 1-6 yrs. (n=24)		Group 2 Non- Novice 7+ yrs. (n=58)		t-value (*if p<.05 ** if p<.01)
	M	SD	M	SD	
Student and/or Parental Apathy	4.08	1.10	4.02	1.37	.21
Work Overload	4.58	1.18	5.15	.91	-2.30*
Lack of Control over Curriculum	3.33	1.44	3.86	1.55	-1.43
Lack of Information from Administration	2.58	1.14	2.74	1.46	-.47
Student Behavior/Lack of Respect	4.04	1.73	3.78	1.34	.75
Legal Ramifications	2.67	1.34	3.09	1.57	-1.15
Nepotism/Favoritism/Politics	3.17	1.27	3.22	1.66	-.15
Increased Paperwork/Documentation	4.75	.94	5.10	1.10	-1.37
Lack of Variety (Boredom; Repetition)	2.83	1.37	2.66	1.64	.47
Underpaid for Responsibilities	4.58	1.44	4.21	1.54	1.02
Administration	2.54	1.35	2.78	1.55	-.65
A Particular Class	3.67	1.44	2.71	1.44	2.75 **
Your Home/Personal Life	2.54	1.22	2.05	1.23	1.63
Technology	2.67	1.34	2.55	1.38	.35
Lack of Emphasis on Academics	2.63	1.21	2.60	1.56	.06
Teacher Evaluations	3.46	1.50	3.24	1.67	.55
Poor Teamwork/Isolation	2.04	.91	2.47	1.42	-1.35

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Table 1.3 Means and Standard Deviations for Burnout Factors

	Mentor (n=28)		Group 3 Non-mentor (n=23)		t-value (*if p<.05 ** if p<.01)
	M	SD	M	SD	
Student and/or Parental Apathy	4.25	1.24	3.87	1.33	1.06
Work Overload	5.32	.91	4.74	1.21	1.96
Lack of Control over Curriculum	3.64	1.68	4.04	1.64	-.86
Lack of Information from Administration	2.71	1.27	2.65	1.53	.16
Student Behavior/Lack of Respect	3.96	1.26	4.04	1.77	-.19
Legal Ramifications	3.07	1.49	2.96	1.61	.26
Nepotism/Favoritism/Politics	3.04	1.60	3.43	1.65	-.88
Increased Paperwork/Documentation	5.21	1.07	4.83	.94	1.37
Lack of Variety (Boredom; Repetition)	2.57	1.37	3.13	1.77	- 1.27
Underpaid for Responsibilities	4.61	1.29	4.17	1.83	.99
Administration	2.86	1.38	2.65	1.64	.49
A Particular Class	2.96	1.40	2.96	1.55	.02
Your Home/Personal Life	1.89	1.10	2.04	1.11	-.49
Technology	2.79	1.45	2.57	1.50	.53
Lack of Emphasis on Academics	2.54	1.43	3.04	1.43	- 1.26
Teacher Evaluations	3.07	1.51	3.57	1.75	- 1.08
Poor Teamwork/Isolation	2.32	1.28	2.48	1.38	-.42

*symbols denote scores with p values less than .05. **symbols denote scores with p values less than .001. P values are the probability of finding the observed results when the null hypothesis is true.

Table 1 indicates there were overall differences in the daily stressors experienced by teachers that participated in this research project; however, there are only three differences that are statistically significant. The first group that was compared was comprised of the participants that were involved in the mentor program and those that were not involved. The daily stress factor participants' home/personal life yielded results that showed significant differences in the

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means of those involved in the mentor program verse those not involved in the program. Results indicated participants involved in the mentor program suffered less from stress involving their home/personal life than those not involved in the mentor program. Teachers level of reduced stress may contribute to them being more organized and able to handle time management task at work through the coaching mentoring program. As a result, the teachers can focus on their home/personal life with the level of attention that is necessary to not cause distress at home. This includes teachers not bringing home uncompleted tasks from work that interfere or hinder them from their afternoon responsibilities. The second group that was compared comprised of novice teachers and non-novice teachers. For this research, a novice teacher is any teacher with less than 7 years of experience. The daily stress factors of work overload and a particular class were the two factors that provided statistically differences in the means of the participants compared. Results indicated novice teachers suffered less from work overload and more from a particular class than their non-novice counterparts. The third group that was compared comprised of participants who identified themselves as mentors or mentees for this research. There were differences in each of the daily stressor; however, there was no data collected that show statically significant differences in the means of the groups.

The top three daily stressors common among all subgroups were work overload, increased paperwork/documentation, and underpaid for responsibilities. The bottom three daily stressors among all subgroups were your home/personal life, lack of emphasis on academics, and poor teamwork/isolation. This shows that while there were differences in the daily stressor levels, there were some commonalities stressors.

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The first part of Question 1 sought to compare the daily stressors of teachers who had participated in the coaching mentoring program versus those that didn't. The sample population of teachers who had participated in the program were 51, while the sample population of those that hadn't participated were 31. The resulting data indicated there were some descriptive differences in the daily stressors. With the top three daily stressors mentioned earlier, work overload, increased paperwork/documentation, and underpaid for responsibilities, the population of teachers who participated in the mentor program experienced higher levels of stress than those that did not participate in the program. The table below ranks the daily stressors of teachers who participated in the coaching mentor program and those that didn't. The table also indicates these teachers share the top 10 daily stressors.

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Daily Stressors	Mentor Program (n=51)	Non-Mentor Program (n=31)
Student and/or Parental Apathy	4 th	4 th
Work Overload	1 st	2 nd
Lack of Control over Curriculum	6 th	6 th
Lack of information from Administration	14 th	11 th
Student Behavior/Lack of Respect	5 th	5 th
Legal Ramifications	9 th	10 th
Nepotism/Favoritism/Politics	8 th	8 th
Increased Paperwork/Documentation	2 nd	1 st
Lack of Variety (Boredom; Repetition)	11 th	14 th
Underpaid for Responsibilities	3 rd	3 rd
Administration	12 th	12 th
A Particular Class	10 th	9 th
Your Home/Personal Life	17 th	13 th
Technology	15 th	15 th
Lack of Emphasis on Academics	13 th	16 th
Teacher Evaluations	7 th	7 th
Poor Teamwork	16 th	17 th

The second part of Question 1 sought to compare the daily stressors of new teachers versus those of experienced teachers. New or “novice” teachers were teachers who had less than 7 years of teaching experience. The sample population for novice teachers were 24, while the sample population of experienced teachers were 58. The resulting data indicates these teachers share the top 4 daily stressors.

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Daily Stressors	Novice	Non-Novice
Student and/or Parental Apathy	4 th	4 th
Work Overload	2 nd	1 st
Lack of Control over Curriculum	8 th	5 th
Lack of information from Administration	14 th	11 th
Student Behavior/Lack of Respect	5 th	6 th
Legal Ramifications	12 th	9 th
Nepotism/Favoritism/Politics	9 th	8 th
Increased Paperwork/Documentation	1 st	2 nd
Lack of Variety (Boredom; Repetition)	10 th	13 th
Underpaid for Responsibilities	3 rd	3 rd
Administration	15 th	10 th
A Particular Class	6 th	12 th
Your Home/Personal Life	16 th	17 th
Technology	11 th	15 th
Lack of Emphasis on Academics	13 th	14 th
Teacher Evaluations	7 th	7 th
Poor Teamwork	17 th	16 th

The third part of Question 1 sought to compare the daily stressors of mentor and mentee teachers that participated in the program. The sample population for mentor teachers that participated in the program were 28, while the mentee teachers that participated in the program were 23. The resulting data indicate these teachers share the top 6 daily stressors.

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Daily Stressors	Mentor	Non-Mentor
Student and/or Parental Apathy	4 th	6 th
Work Overload	1 st	2 nd
Lack of Control over Curriculum	6 th	4 th
Lack of information from Administration	13 th	13 th
Student Behavior/Lack of Respect	5 th	5 th
Legal Ramifications	7 th	11 th
Nepotism/Favoritism/Politics	9 th	8 th
Increased Paperwork/Documentation	2 nd	1 st
Lack of Variety (Boredom; Repetition)	14 th	9 th
Underpaid for Responsibilities	3 rd	3 rd
Administration	11 th	14 th
A Particular Class	10 th	12 th
Your Home/Personal Life	17 th	17 th
Technology	12 th	15 th
Lack of Emphasis on Academics	15 th	10 th
Teacher Evaluations	8 th	7 th
Poor Teamwork	16 th	16 th

Research Question 2

My second research question was:

To what extent do mentee teachers experience burnout and to what extent may the coaching mentoring program ease teacher burnout? This question seeks to:

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1. Explain the extent of burnout experienced by mentee teachers by describing the overall feelings.
2. Determine if the mentee teachers perceive daily stressors differently by comparing the overall feelings before and after the coaching mentoring program.

To answer this question, independent sample t-tests were performed to determine and compare the mean scores of the two categories examined by the following daily stressors factors: of student and/or parental apathy, work overload, lack of control over curriculum, lack of information from administration, legal ramifications, nepotism/favoritism/politics, increased paperwork/documentation, lack of variety, underpaid for responsibilities, administration, a particular class, your home/personal life, technology, lack of emphasis on academics, teacher evaluations, and poor teamwork/isolation. The sample population was the teachers who indicated they were participating in the current school year's mentoring program. The categories were used to measure the stress endured before and after their participation with the coaching mentoring program. The independent t-test compared the "before" and "after" means to determine if there was statistical difference between the means. The greater the t-value, the greater the evidence against the null hypothesis.

$H_0: \mu_1 = \mu_2$ ----the means are the same

$H_1: \mu_1 \neq \mu_2$ ----the means are not the same

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The raw data was gathered through Qualtrics electronic survey platform and downloaded into SPSS software to prepare the data from analyzing. Since the research question seeks to compare “pre” and “post” results, the sample population was formed by examining answers from respondents' questions on the demographic question, “What year did you participate in the ECBOE coaching mentoring program?”. For this question, only the respondents that indicated they participated during the 2019-2020 school year were included as the sample population.

The results of the independent sample t-tests are provided in the table below. The table list each of the 17 daily stressors and their means before and after the teacher’s participation with the coaching mentoring program. The t-test results are also displayed.

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Table 2 Daily Stress Factors

	Daily Stress Factors (n=21, df=20)		
	Before Program	After Program	Paired sample t-test results t-value, and *p<.05, **p<.01
Student and/or Parental Apathy	3.33	3.81	2.23*
Work Overload	4.43	4.62	.78
Lack of Control over Curriculum	3.57	3.71	.50
Lack of Information from Administration	2.43	2.38	-.24
Student Behavior/Lack of Respect	3.48	3.76	1.03
Legal Ramifications	2.81	3.00	.81
Nepotism/Favoritism/Politics	2.33	2.71	1.50
Increased Paperwork/Documentation	4.52	4.62	.46
Lack of Variety (Boredom; Repetition)	2.05	2.62	2.10*
Underpaid for Responsibilities	3.71	4.00	1.24
Administration	2.48	2.57	.57
A Particular Class	2.71	2.86	.77
Your Home/Personal Life	1.95	1.76	1.45
Technology	2.24	2.62	2.17*
Lack of Emphasis on Academics	2.10	2.38	1.45
Teacher Evaluations	3.33	3.52	.78
Poor Teamwork/Isolation	2.05	2.38	1.58

Note. *symbols denote scores with p values less than .05. **symbols denote scores with p-values less than .001. P-values are the probability of finding the observed results when the null hypothesis is true.

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To explore the extent of burnout endured, the 6-point Likert scale was used to measure daily stress factors. “1” represented factors that were extremely non-contributing to the participants’ daily stress and “6” represented factors that were extremely contributing to the participant’s daily stress. According to the data, there were only two factors that were rated as being contributing factors to the participant's daily stress. Those factors were work overload and increased paperwork/documentation. Work overload and increased paperwork/documentation factors had mean scores representing, on the 6-point Likert scale, scores of somewhat contributing. These factors appear to be the only sources of stress experienced by this sample population, with a measure of being halfway between somewhat contributing and extremely contributing.

To determine the differences in the daily stressors experienced, the table was used to compare the before and after program stress level. The table shows that most stress factors were slightly more intense after the program than before beginning the program. This could be attributed to work getting busier in the middle of the year. There were two factors, lack of information from administrators and your home/personal life, which experienced slightly decrease levels of stress after the program than before they began the program; however, the differences were not statistically significant ($p > .05$). There were mostly no statistically significant differences at the $p < .05$ level, except for the following: student and/or parental apathy, lack of variety, and technology. Results indicated that each of these three factors had significantly higher means for participants after they were involved in the mentor program than before they began the program.

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Research Question 3

My third research question was:

What psychological attributes of burnout are most commonly experienced by teachers involved in the coaching mentoring process verse those not involved in the coaching mentoring process?

Before this question could be answered, data was needed to compare teachers involved in the coaching mentoring process and those not involved. The data was prepared by creating composite data taken from the Maslach Burnout Inventory (MBI-ES). Data from the MBI-ES was adapted for educators. The inventory is composed of questions designed to measure three psychological attributes of burnout: Emotional Exhaustion, Depersonalization, and Personal Accomplishment. Before the constructs were created, reverse coding had to be conducted on questions that has a different directional measure. These questions were Q13_4, Q13_7, Q14_2, Q15_1, Q15_2, Q15_3 and Q15_5. Composite data is created as a single score that represents a construct based on the data collected from questions pertaining to the construct. The composite scores for each item in the MBI-ES is listed in the table below. Teachers involved in the program compared to those not involved scores indicate that suffer less from burnout overall. All composite scores for emotional exhaustion, depersonalization and reduced personal accomplishment shows that they are suffering less from burnout than their counterparts.

Since there were several items of the MBI used to measure each of the psychological attributes, it was necessary for an internal consistency reliability analysis to be conducted to judge how well the items on the survey that are proposed to measure the same construct produce similar results. Cronbach's Alpha was conducted to inform how the survey items correlated to each other. Cronbach's alpha scores above .7 are considered to be reliable. However, the higher

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the number, the higher the reliability of the instrument being used. The Cronbach's Alpha for each of the Emotional Exhaustion, Depersonalization, and Reduced Personal Accomplishment constructs were .9, .7, and .8, respectively.

Table 3.1

Psychological Attributes Means and Standard Deviation

	Whole Group (N=82)		Involved in Program (N=51)		Not Involved in Program (N=31)	
	M	SD	M	SD	M	SD
Emotional Exhaustion						
Q13_1 - I feel emotionally drained by my work.	5.46	1.81	5.49	1.80	5.42	1.84
Q13_2- I feel used up at the end of the day.	5.84	1.99	5.92	1.96	5.71	2.07
Q13_3- I feel fatigued when I have to get up in the morning to face another day on the job.	5.00	2.07	4.90	2.07	5.16	2.10
Q13_6- Working with people all day is really a strain for me.	2.43	1.71	2.06	1.45	3.03	1.96
Q14_1 - I feel "burned out" from my work.	4.59	2.20	4.43	2.23	4.84	2.16
Q14_5 - I feel frustrated by my job.	4.40	2.08	4.22	2.13	4.71	2.00
Q14_6 - I feel I'm working too hard in my job.	4.98	2.23	4.59	2.33	5.61	1.93
Q15_4 - I feel like I'm at the end of my rope.	3.09	1.92	2.69	1.76	3.74	2.02
Composite Score	4.76		4.61		5.03	
Depersonalization						
Q13_5 - I feel I treat some students as impersonal objects.	1.89	1.50	1.53	.95	2.49	2.00
Q14_3 - I have become more callous towards people since I took this job.	2.88	1.95	2.76	2.01	3.06	1.86
Q14_4 - I worry that this job is hardening me emotionally.	2.79	2.15	2.61	2.04	3.10	2.33
Q14_7 - I don't really care what happens to some students.	1.49	1.34	1.31	1.05	1.77	1.69
Q15_6 - I feel some students blame me for some of their problems.	3.15	2.27	3.12	2.44	3.19	2.00
Composite Score	2.44		2.27		2.72	

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Reduced Personal Accomplishment

Q13_4 - I can easily understand how my students feel about things. Reversed Item	2.20	1.67	2.40	1.85	1.80	1.25
Q13_7 - I deal very effectively with the problems of my students. Reversed Item	2.22	1.69	2.66	1.81	1.33	1.00
Q14_2 - I feel I'm a positive influence on other people's lives through my work. Reversed Item	2.07	1.77	2.26	1.88	1.70	1.57
Q15_1 - I can easily create a relaxed atmosphere with my students. Reversed Item	1.71	1.49	2.07	1.86	1.20	.42
Q15_2 - I feel exhilarated after working with my students. Reversed Item	1.45	1.16	1.42	1.17	1.47	1.17
Q15_3 - I have accomplished many worthwhile things in this job. Reversed Item	1.63	1.38	2.27	1.85	1.08	.28
Q15_5 - In my work, I handle emotional problems very calmly. Reversed Item	2.52	1.74	2.71	1.76	2.20	1.75
Composite Score	2.02		2.28		1.62	

EE and DE high scores = high burnout/////Reduced PA high scores = low burnout

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Table 3.2

Psychological Attributes Means and Standard Deviation

	Mentor (N=22)		Mentee (N=23)		Both (N=6)	
	M	SD	M	SD	M	SD
Emotional Exhaustion						
Q13_1 - I feel emotionally drained by my work.	5.68	1.96	5.22	1.83	5.83	.98
Q13_2- I feel used up at the end of the day.	6.09	1.97	5.78	2.09	5.83	1.60
Q13_3- I feel fatigued when I have to get up in the morning to face another day on the job.	4.77	2.20	5.04	2.03	4.83	2.04
Q13_6- Working with people all day is really a strain for me.	1.86	1.46	2.35	1.50	1.67	1.21
Q14_1 - I feel “burned out” from my work.	4.73	2.07	4.13	2.46	4.50	2.07
Q14_5 - I feel frustrated by my job.	4.23	2.31	3.87	1.96	5.5	1.87
Q14_6 - I feel I’m working too hard in my job.	4.86	2.27	4.17	2.48	5.17	1.94
Q15_4 - I feel like I’m at the end of my rope.	2.95	1.86	2.61	1.73	2.00	1.35
Composite Score	4.76		4.40		4.81	
Depersonalization						
Q13_5 - I feel I treat some students as impersonal objects.	1.32	.72	1.65	1.07	1.83	1.17
Q14_3 - I have become more callous towards people since I took this job.	2.68	1.81	2.57	1.88	3.83	3.06
Q14_4 - I worry that this job is hardening me emotionally.	2.55	1.92	2.45	2.04	3.50	2.59
Q14_7 - I don’t really care what happens to some students.	1.41	1.33	1.30	.88	1.00	.00
Q15_6 - I feel some students blame me for some of their problems.	2.36	2.17	3.61	2.59	4.00	2.37
Composite Score	2.06		2.31		2.83	
Reduced Personal Accomplishment						
Q13_4 - I can easily understand how my students feel about things.	2.70	2.26	2.43	1.51	1.33	.58
Reversed Item						
Q13_7 - I deal very effectively with the problems of my students.	3.75	2.12	1.75	1.04	2.00	.00
Reversed Item						
Q14_2 - I feel I’m a positive influence on other people’s lives through my work. Reversed Item	1.71	1.50	2.64	2.16	2.00	-
Q15_1 - I can easily create a relaxed atmosphere with my students.	2.13	1.89	2.00	2.00	*	-
Reversed Item						
Q15_2 - I feel exhilarated after working with my students. Reversed Item	1.14	.38	1.88	1.73	1.00	.00
Q15_3 - I have accomplished many worthwhile things in this job.	1.00	.00	3.33	1.97	*	-
Reversed Item						
Q15_5 - In my work, I handle emotional problems very calmly. Reversed Item	2.29	1.98	2.89	1.69	4.00	-
Item						
Composite Score	2.46		2.32		1.62	

EE and DE high scores = high burnout/////Reduced PA high scores = low burnout

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Next, independent sample t-tests were conducted, using the construct composites for each of the three psychological attributes, to compare the attributes of teachers involved in the coaching mentoring program and those not involved in the program. The results of the t test are below.

Table 4

Results from Construct Composites

	Involved in Program (N=51)	Not Involved in Program (N=31)	t-value *p<.05, **p<.01
Emotional Exhaustion	4.61	5.03	-1.10
Depersonalization	2.27	2.72	-1.50
Reduced Personal Accomplishment	3.72	4.38	2.31*

Data indicated that each of the attributes accounted for higher levels of stress in participants not involved in the program verse those involved in the program. There were differences in emotional exhaustion and depersonalization; however, the results weren't significantly different. There were significantly differences in the personal accomplishment attribute at $p<.05$. The results showed that participants involved in the mentoring program suffered less from reduced personal accomplishment than their counterparts who were not involved in the mentor program.

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Chapter 5: Discussion, Conclusion, and Implications

This study provides data to sustain the knowledge provided by previous literature on teacher burnout. It also builds on previous literature by providing information on teacher leadership and how the coaching mentoring process affects teacher burnout. There are three major findings that can be gathered from information in the study.

First, teachers suffer from many stressors; however, there were three stressors that each of the sub-groups examined in this study were affected by. The common stressors were work overload, increased paperwork/documentation, and underpaid for responsibilities. Work overload was the only of the three to be statistically significant to be less significant among novice teachers.

Next, even though we knew teacher leaders and coaching mentoring programs could be beneficial for teachers experiencing burnout, there were several stressors that this study identified as being alleviated. While the stressors of home/personal life, student and/or parental apathy, lack of variety, technology, work overload, and a particular class were identified in Table 2 as increasing after the beginning of the mentor program; the burnout of teachers in this study was decreased in a way that I believe is important to note so that teacher leaders and coaching mentoring programs can build upon, which leads me to my last major take a way.

Districts can and will benefit from this study and previous literature only if they employ a differentiation method when attempting to combat their teacher burnout dilemma. While it's important to note the stressors identified in this study, it's just as important to note they are representative of the sample population included in this study and can't be generalized to all

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teachers because the teachers have varying circumstances that effect their work and personal environments. I implore districts to conduct needs assessments to discover which stressors their teachers are affected by before incorporating components of their coaching mentoring program that specifically address these stressors.

Connection to Literature

Previous literature supports the idea that teachers need ongoing support in their new roles (Katzenmeyer & Miller, 2009). Some teacher support programs are effective with reducing burnout (Center of Comprehensive School Reform and Improvement, 2007). This study revealed that teachers who participated in coaching mentoring programs experience lower levels emotional exhaustion. Though not statistically significant, it warrants the needs for future studies to increase sample size, and the results might be significant. There were overall differences in the factors examined. The top three stressors were work overload, increased paperwork/documentation and underpaid for responsibilities. Each of these factors result from a lack of resources in which there should be no expectations from teachers when they don't have the necessary tools or resources (Resnick & Hall, 1998).

This study revealed statistically significance differences that showed teachers involved in the coaching mentoring program suffered less from the stressor of home/personal life. It also revealed that novice teachers in the program suffered less from work overload and more from a particular class. While the coaching mentoring process involves partnering with teachers to analyze their current reality, set goals, identify and explain teaching strategies to meet goals and

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provide support until goals are met, they will be variations of the success of the factors addressed during a coaching mentoring program (Knight, 2018).

While not being able to show significantly, there were differences in the factors of work overload and increase paperwork/documentation with teachers before and after the coaching mentoring program. Teachers who participated in the program benefited by having lower levels of stress.

There was also significant data from this study that revealed that teachers involved in the coaching mentoring program suffered more after than before with the stressors of student/parental apathy, lack of variety, and technology. While these teachers were gaining experience in the roles they were hired for, they may have also gained deeper understandings about their responsibilities. It is possible that these teachers could have experience more stress through rich discussion of these topics as they were emphasized in the coaching mentoring program. One study in literature showed that mentors alone aren't helpful (Beutel & Spooner Lane, 2009) because there are other factors that may influence a program's success.

Teacher Leadership Program from the Perspective of Social Development Theory

This project is important because it highlights factors that cause teachers to feel burned out and examines how they are addressed through the coaching mentoring process. Policy makers need to understand how implementing policies that are proactive in reducing the stressors their teachers endure will help the students. Teacher Leadership programs are increasing around the country. These programs could use data to target initiatives and policies that work to alleviate

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the factors identified that are critical to causing teachers burnout. Programs should include a progress monitoring component that assess the progress of the coaching mentoring program goals. Monitoring the progress of the program would allow for changes in programs that lack the favorable progress and the make changes based in the teachers' individual needs. Leaders must understand their support is necessary for teachers in reducing the stress encountered in their schools. School leaders:

- are the gatekeepers for schools when it comes to initiatives that could potentially create stress for teachers
- are resource providers, instructional resources, communicators, and visible presence
- should provide their followers with resources necessary to adequately to perform their duties
- may have access to curriculum resources and professional development opportunities that are readily available to all teachers
- should support instructional activities and programs by modeling desired behaviors, participating in in-service training, and consistently giving priority to instructional concerns
- should be communicators by setting clear goals and frequently articulate them
- should have a viable presence by being highly accessible
- must be models. People look to them to define what is normal for the group.

(Donaldson, 2006)

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Community members need to understand with teaching being the beginning of all professions, it benefits an entire community when healthy relationships are fostered in educational systems. The well recognized idiom “what goes around comes around” is made literal when students grow up to become results of their experiences, whether positive or negative. Community and family engagement are vital to the success of a child’s education. (Cook & Morizio, 2017). Teachers need to understand how where they work can cause stressors. With this knowledge, teachers could be better prepared to handle stressful or unpleasant situations in a manner that would mitigate their burnout. For example, if teachers recognize that their rural district doesn’t have funding for activities they are really wanting for their students, they could explore grant writing options to seek the funding needed for the activities.

Mentors should be the more knowledgeable party in a productive coaching mentoring relationship, as supported by Vygotsky’s social development theory. I recommend school district examining their current coaching mentor programs to ensure that their mentors are highly qualified and willing to take on the responsibility of guiding a new teacher. Mentors should be provided rigorous training that prepare them to work with various personalities to ensure they are capable of providing the necessary resources to help recruit and retain highly qualified teachers. The prospective mentors would also need to endure a coaching mentoring relationship themselves to obtain the training skills necessary for them to become the more knowledgeable one in a coaching mentoring relationship. I also believe that the prospective mentors should volunteer for the program instead of being appointed to be part of the program. Volunteers who are willing to be part of a program, will be more willing to make take ownership in their work; in

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turn, they will go beyond the standard protocols set for the coaching mentoring program to ensure their coaching mentoring partnership is successful.

Implication

Utilizing Vygotsky's social development theory, coaching mentoring programs are supposed to identify and diminish the factors that contribute to teacher burnout. As identified in the literature review student and/or parental apathy, work overload, lack of control over curriculum, lack of information from administration, legal ramifications, nepotism/favoritism/politics, increased paperwork/documentation, lack of variety, underpaid for responsibilities, administration, a particular class, your home/personal life, technology, lack of emphasis on academics, teacher evaluations, and poor teamwork/isolation are all stress factors that can contribute to a teachers burnout. Coaching mentoring programs should work to alleviate these stress factors.

There should be check points built into programs to monitor progress. I recommend the programs use action research to guide through the various stages using a Plan, Do, and Review process. Mentor and mentee will make goals, carry out their plans, evaluate their progress, make necessary changes and continue the cycle. Research is a systematic and rigorous inquiry or investigation that allows people to gain an understanding about a problem. (Stringer, 2014) Action research involves solving problems people may encounter in real life using a "look, think, act" model as a cycle to gather information, explain what is occurring and doing something based on previous steps that will change the problem and give desired results. Because action

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research is so flexible and practical, it is suited for all fields that involve humans (social sciences). Action research is a strong tool when collaboration is combined to solve the problem. It really works on the premise that I grew up hearing, "two minds are better than one." With this thought, if there is a problem and every member is focus on solving, then the solution will be much more appropriate to use because it has been analyzed by more than one person. It's important that when working with others they feel valued, heard and are fully committed to solving the problem. Action research is valuable because it has the potential to solve problems that people have and share the actions that were successful. Unsuccessful actions can also be shared with the hopes of ruling out what not to do and adjusting what was done and retrying the action for desired results.

As for the school district studied in this research project, I noted some successes in the mentor program. Those who participated in the program experienced less stress after the program from 14 of the 17 burnout factors studies and those involved in the coaching mentoring program suffered less from personal accomplishment stressors. I also noticed some areas of concerns. Non-novice or experienced teachers were more stressed about lack of control over curriculum, lack of information from administration, legal ramifications, favoritism, increased paperwork, and poor teamwork than their novice counterparts. This brings me to my recommendations for this school district. I believe it would be beneficial to enhance the current mentor program by differentiating the needs of the teachers. This study has pointed out that there are differences in the stressor of teachers; therefore, there must be differences in the school district's responses addressing those needs. While the more focused on new teachers, there also need to be given

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attention to experienced teachers and their concerns. Teachers would benefit from adding a coaching aspect to the program that address the stressors of experienced teachers.

Limitations

I recognize the many possible limitations of this study. This study was limited to one school district over a period of 3 months. The data collection in this study will be collected using quantitative methods. Quantitative methods may be more challenging to use when measuring non-controlled conditions like human behavior. Participation for a typical survey is approximately 15%. Participants were invited to participate in the study may not choose to participate due to fear of supervisors learning of their perceptions of stress factors related to their job duties. This also relates to the trust that can be placed in the responses of data gathered from the participants. Quantitative data is used to tell you what is happening and not why it is happening; therefore, the data collected could not be used to speculate why teacher burnout is occurring.

Due to the survey being conducted by someone affiliated with the school district located where the participants work, some of the sample population may not have participated. Even though participants were told their responses were confidential, skepticism could have prevented teachers from participating and/or giving honest answers to the questions asked.

Time was a limitation in the research. Participants were given a two-week participation window to participate in the survey during a time where they could have been the busiest.

Teachers were in the sample population. When the survey invitation was sent to the teachers, it

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was during the middle of the second quarter of the year. This is a time when teachers may be busiest conferencing with parents about their students' progress and collaborating with other teachers about curriculum requirements. It is often when fall carnivals, team sport games, and other festivities that require teachers to be actively involved occur.

Participants' memory may have also been a limitation of the study. Participants were asked to recall memories of how they have previously felt. Participants could have unintentionally misrepresented their previous feelings due to forgetfulness of positive or negative emotions and experiences. Human memory is notoriously unreliable, especially when it comes to details. (Barclay, 2013) Dr. Charles Brainerd, professor of human development at Cornell University, explained that "A key rule about memory change over time is what we call fade-to-gist". He went on to explain that our brains lose details quickly, however, it is able to retain the overall understanding of the "gist". With respect to this research, I'm afraid the participants' faded memories may have experiences that would have affected the ratings of their daily stressors.

Even with the gift card participation incentive and participation reminders, the participation rate of the survey tool used for this research was about 8%. The average response rate for survey is about 15%. I believe the low participation rate may have been due to the sensitive nature of the questions. Potential participants may have been afraid to share their feelings about how each of the daily stressors affected their burnout status. The low participation rate makes it difficult to generalize the results of the survey to the entire sample population.

Future Studies

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Qualitative methods could be used to expand this research to create a holistic approach to the topic. A qualitative approach seeks to clarify an issue by focusing on “how” and not just the “what” of a problem. Parallelism could be examined by discussing the points of views of mentee and mentors through interviews. I believe this would give depth to the factors discussed in this research that could only occur through the discussion of one’s actual experiences.

Future research to expand this study might also address the current pandemic of the novel coronavirus-19 and its impact on how teacher leadership may affect teacher burnout. Because of the record event, teachers are living day by day as they wade through their new careers of teaching from home.

Teachers are used to having set schedules that guide their day and planned lessons. Stress caused from the uncertain break from traditional school has threatened the stability and certainty of day-to-day activities teachers are used to occurring. Teachers, in the district studied, originally planned for 10 days of homeschool instruction; however, they were later given directives to prepare for an additional extended period. These continuous changes that cause deviations away from curriculum maps, may cause gaps in learning goals for students. Teachers are doing their best to provide instruction that meet the needs of their students; however, its understandable that the novelty of this situation opened a new chapter of concerns that also must be addressed.

Working from home has caused teachers to suffer as they change the resources they traditionally use for instruction. Teachers, in the studied district, are required to turn in weekly lesson plans to the instructional supervisor. The lessons are created with necessary resources in mind being furnished classrooms, teacher computer, and textbooks or consumables for students to show their work. Some teachers, like math teachers, may even use physical manipulatives to

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demonstrate content being taught. With the mandatory location changes, teachers are now not afforded the convenience of their traditional resources. Teachers have trained for years their craft using these materials that are no longer available and/or not feasible to use. Non-traditional resources like, computers, access to Wi-Fi, digital content and other technologies have caused a distinct gap in teachers' resources. In addition, teachers must also be mindful of the resources that are available to their students. Teachers want to make sure that students have access to the content and providing the content in a set digital format may not be accessible to all students.

With technology being a significant stressor in the current study, being higher after teachers participated in a coaching mentoring program, it is expected that during an unprecedented time of absence from the traditional classroom, it would cause an even greater concern. The innovation of technology in the classroom has been a fairly new and evolving concept in the education world. Teachers are having to put forth efforts into learning what "tech tools" are available to them and how to use them before they are incorporate into fluid lessons that students can benefit from.

The Coronavirus- 19 pandemic has caused a new layer of stress to the conversation of teacher burnout. There was no way for anyone to prepare for the pandemic; however, it does raise concerns about the support teachers will need to combat this situation and future situations.

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Appendix A

Timeline/Plan of Work

Comprehensive Examination.....	February 2019
Dissertation Proposal Draft Provided to Chair.....	July 2019
Dissertation Proposal Draft Provided to Committee.....	August 2019
Draft of IRB Application for Dissertation.....	September 2019
Dissertation Proposal Successfully Defended.....	September 2019
IRB Application for Dissertation Submitted (KSU and School District)	September 2019
Admission to Candidacy.....	September 2019
Collect Data for Dissertation Study (once IRB Applications are approved)	October 2019
Analyze Data/Develop Dissertation.....	December 2019
Petition to Graduate Form Submitted and Fee Paid (one semester in advance)	December 2019
Dissertation Draft Provided to Chair.....	January 2019
Dissertation Draft Provided to Committee.....	February 2019
Dissertation Defense.....	March 2019
Final Copy of Dissertation (with revisions) approved by Chair and Committee.....	April 2019
Final Copy of Dissertation Submitted to Digital Commons.....	May 2019
Doctoral Hooding/Commencement.....	May 2019

EXAMINE THE MEDIATING EFFECT OF COACHING MENTORING PROGRAMS ON
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Appendix B

CITI Training Course Completion

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)
COMPLETION REPORT - PART 1 OF 2
COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Crystal Wright (ID: 6962910)
- **Institution Affiliation:** Kenesaw State University (ID: 1151)
- **Institution Email:** cwright159@students.kenesaw.edu
- **Phone:** 9126872440

- **Curriculum Group:** Human Research
- **Course Learner Group:** Social/Behavioral Research Course
- **Stage:** Stage 1 - Basic Course

- **Record ID:** 25746085
- **Completion Date:** 10-Jan-2018
- **Expiration Date:** 06-Jan-2021
- **Minimum Passing:** 75
- **Reported Score*:** 88

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
History and Ethical Principles - SBE (ID: 490)	10-Jan-2018	5/5 (100%)
Defining Research with Human Subjects - SBE (ID: 491)	10-Jan-2018	4/5 (80%)
The Federal Regulations - SBE (ID: 502)	10-Jan-2018	4/5 (80%)
Assessing Risk - SBE (ID: 503)	10-Jan-2018	5/5 (100%)
Informed Consent - SBE (ID: 504)	10-Jan-2018	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	10-Jan-2018	5/5 (100%)
Research with Children - SBE (ID: 507)	10-Jan-2018	5/5 (100%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	10-Jan-2018	5/5 (100%)
International Research - SBE (ID: 509)	10-Jan-2018	4/5 (80%)
Internet-Based Research - SBE (ID: 510)	10-Jan-2018	5/5 (100%)
Conflicts of Interest in Human Subjects Research (ID: 17464)	10-Jan-2018	4/5 (80%)
Unanticipated Problems and Reporting Requirements in Social and Behavioral Research (ID: 14008)	10-Jan-2018	2/5 (40%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.com/verify/?id=6962910&idc=4&idp=679&coll=0119-c64-20160365

Collaborative Institutional Training Initiative (CITI Program)
Email: support@citiprogram.org
Phone: 666-529-5529
Web: <http://www.citiprogram.org>

EXAMINE THE MEDIATING EFFECT OF COACHING MENTORING PROGRAMS ON TEACHER BURNOUT

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 2 OF 2 COURSEWORK TRANSCRIPT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for SBE's. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Crystal Wright (ID: 6862910)
- **Institution Affiliation:** Kansas State University (ID: 1151)
- **Institution Email:** cwright159@students.kansas.edu
- **Phone:** 8126873440

- **Curriculum Group:** Human Research
- **Course Learner Group:** Social/Behavioral Research Course
- **Stage:** Stage 1 - Basic Course

- **Record ID:** 25746385
- **Report Date:** 10-Jan-2018
- **Current Score**:** 88

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
History and Ethical Principles - SBE (ID: 490)	10-Jan-2018	5/5 (100%)
Defining Research with Human Subjects - SBE (ID: 491)	10-Jan-2018	4/5 (80%)
The Federal Regulations - SBE (ID: 502)	10-Jan-2018	4/5 (80%)
Assessing Risk - SBE (ID: 503)	10-Jan-2018	5/5 (100%)
Informed Consent - SBE (ID: 504)	10-Jan-2018	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	10-Jan-2018	5/5 (100%)
Research with Children - SBE (ID: 507)	10-Jan-2018	5/5 (100%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	10-Jan-2018	5/5 (100%)
International Research - SBE (ID: 509)	10-Jan-2018	4/5 (80%)
Internet-Based Research - SBE (ID: 510)	10-Jan-2018	5/5 (100%)
Unanticipated Problems and Reporting Requirements in Social and Behavioral Research (ID: 14628)	10-Jan-2018	2/5 (40%)
Conflicts of Interest in Human Subjects Research (ID: 17464)	10-Jan-2018	4/5 (80%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiexam.com/verify/7b3c8ed510-84cb-4e0c-807a-bd8e01112e8d-24746385

Collaborative Institutional Training Initiative (CITI Program)

Email: personnel@citiexam.com

Phone: 888-529-9229

Web: <http://www.citiexam.com>

EXAMINE THE MEDIATING EFFECT OF COACHING MENTORING PROGRAMS ON TEACHER BURNOUT

Appendix C

Invitation to Participate/ Informed Consent

Title of Research Study: Examine the Mediating Effect of Coaching Mentoring Program on Teacher Burnout

Researcher's Contact Information: Crystal Wright, 912-687-2440 and cwrig159@students.kennesaw.edu

Introduction

You are being invited to take part in a research study conducted by Crystal Wright of Kennesaw State University. Before you decide to participate in this study, you should read this form and ask questions about anything that you do not understand.

Description of Project

The purpose of the study is to obtain useful information about the burnout factors of teachers that the coaching mentoring process of teacher leaders affects it will be paramount to measure the perceptions of the mentees that participated in the Effingham County Mentoring program.

Explanation of Procedures

This is a quantitative study that will be conducted. If you agree to participate in the study, you will complete a quick online questionnaire. The questionnaire will ask questions about your overall experience with the mentorship and what burnout factors you may have experienced during the process. The questionnaire link will be sent by email.

Time Required

The questionnaire will be sent by email and will only take 10- 15 minutes to complete.

Risks or Discomforts

There are no known risks anticipated because of taking part in this study.

Benefits

EXAMINE THE MEDIATING EFFECT OF COACHING MENTORING PROGRAMS ON TEACHER BURNOUT

Although there will be no direct benefits to you for taking part in the study, the researcher may learn more about factors of teacher burnout experienced during the coaching mentoring process.

Compensation

As compensation for your participation you may be entered into a raffle to receive a \$25 gift card.

Confidentiality

The results of this participation will be anonymous. The records of this study will be kept private and will only be disclosed if subject's permission is granted.

Inclusion Criteria for Participation

Participants in this study must be at least 21+ years of age and employed as a teacher with the Effingham County School District. Participants may or may not have participated in the school district's mentoring program.

Statement of Understanding

The purpose of this research has been explained and my participation is voluntary. I have the right to stop participation at any time without penalty. I understand that the research has no known risks, and I will not be identified. By completing this survey, I am agreeing to participate in this research project.

Use of Online Survey

IP addresses will not be collected.

Research at Kennesaw State University that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to the Institutional Review Board, Kennesaw State University, 585 Cobb Avenue, KH3417, Kennesaw, GA 30144-5591, (470) 578-6407.

PLEASE PRINT A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS, OR IF YOU DO NOT HAVE PRINT CAPABILITIES, YOU MAY CONTACT THE RESEARCHER TO OBTAIN A COPY

EXAMINE THE MEDIATING EFFECT OF COACHING MENTORING PROGRAMS ON
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I agree and give my consent to participate in this research project. I understand that participation is voluntary and that I may withdraw my consent at any time without penalty.

I do not agree to participate and will be excluded from the remainder of the questions.

THIS PAGE MAY BE REMOVED AND KEPT BY EACH PARTICIPANT

Research at Kennesaw State University that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to the Institutional Review Board, Kennesaw State University, 585 Cobb Avenue, KH3417, Kennesaw, GA 30144-5591, (470) 578-6407.

EXAMINE THE MEDIATING EFFECT OF COACHING MENTORING PROGRAMS ON
TEACHER BURNOUT

Appendix D
Teacher Burnout Survey

Section I.

Teacher Burnout Survey

1. How many years have you taught? A. 1-3 years B. 4-6 years C. 7-9 years
D. 10-11years E. 12-15 years F. 16-18 years
G. 19-21 years H. 22-24 years I. 25-27 years
J. 28-30 years K. 31+ years

2. Gender: Female _____ Male _____

3. What you teaching subject area? Math ELA Science Social Studies Elective Special Ed.

4. Have you ever participated in the ECBOE coaching mentoring process?
Yes _____ No _____
Proceed to # 5 Skip to #7

5. If so, what academic school year did you participate? Current school year **or** earlier year
If current school year, #10 will be answered twice: once as stress currently and once as stress at the beginning of the year .

6. Did you participate as a mentor or mentee? (circle one)

7. Do you have a Teacher Leadership certification? -----yes -----No

8. Have you ever served in a school or district leadership role? -----yes -----No

9. How would you describe the experience during your participation in the coaching mentoring process?

EXAMINE THE MEDIATING EFFECT OF COACHING MENTORING PROGRAMS ON TEACHER BURNOUT

6 extremely favorable; 5 very favorable; 4 somewhat favorable; 3 somewhat unfavorable; 2 very unfavorable; 1 extremely unfavorable

10. Please rate each of the following factors you currently believe is contributing to your daily stress.

(1-extremely non-contributing, 2-very non-contributing, 3-somewhat non-contributing, 4-somewhat contributing, 5-very contributing, 6-extremely contributing)

A. Student and/or Parental Apathy	1	2	3	4	5	6
B. Work Overload	1	2	3	4	5	6
C. Lack of Control over Curriculum	1	2	3	4	5	6
D. Lack of Information from Administration	1	2	3	4	5	6
E. Student Behavior/Lack of Respect	1	2	3	4	5	6
F. Legal Ramifications	1	2	3	4	5	6
G. Nepotism/Favoritism/Politics	1	2	3	4	5	6
H. Increased Paperwork/Documentation	1	2	3	4	5	6
I. Lack of Variety (Boredom; Repetition)	1	2	3	4	5	6
J. Underpaid for Responsibilities	1	2	3	4	5	6
K. Administration	1	2	3	4	5	6
L. A Particular Class	1	2	3	4	5	6
M. Your Home/Personal Life	1	2	3	4	5	6
N. Technology	1	2	3	4	5	6
O. Lack of Emphasis on Academics	1	2	3	4	5	6
P. Teacher Evaluations	1	2	3	4	5	6
Q. Poor TeamWork/Isolation	1	2	3	4	5	6

Section II. – only answer if answer to #4 is “current school year”

11. Please recall the beginning of this school year, before your participation in the Mentoring Program. How would you have rated each of the following factors?

(6-extremely contributing; 5-very contributing; 4-somewhat contributing; 3-somewhat non-contributing; 2-very non-contributing; 1-extremely non-contributing)

EXAMINE THE MEDIATING EFFECT OF COACHING MENTORING PROGRAMS ON
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A. Student and/or Parental Apathy	1	2	3	4	5	6
B. Work Overload	1	2	3	4	5	6
C. Lack of Control over Curriculum	1	2	3	4	5	6
D. Lack of Information from Administration	1	2	3	4	5	6
E. Student Behavior/Lack of Respect	1	2	3	4	5	6
F. Legal Ramifications	1	2	3	4	5	6
G. Nepotism/Favoritism/Politics	1	2	3	4	5	6
H. Increased Paperwork/Documentation	1	2	3	4	5	6
I. Lack of Variety (Boredom; Repetition)	1	2	3	4	5	6
J. Underpaid for Responsibilities	1	2	3	4	5	6
K. Administration	1	2	3	4	5	6
L. A Particular Class	1	2	3	4	5	6
M. Your Home/Personal Life		1	2	3	4	5
	6					
N. Technology	1	2	3	4	5	6
O. Lack of Emphasis on Academics	1	2	3	4	5	6
P. Teacher Evaluations	1	2	3	4	5	6
Q. Poor TeamWork/Isolation	1	2	3	4	5	6

Section III.

Burnout Self-Test
Maslach Burnout Inventory (MBI)

The Maslach Burnout Inventory (MBI) is the most commonly used tool to self-assess whether you might be at risk of burnout. To determine the risk of burnout, the MBI explores three components: exhaustion, depersonalization and personal achievement. While this tool may be useful, it must not be used as a scientific diagnostic technique, regardless of the results. The objective is simply to make you aware that anyone may be at risk of burnout.

EXAMINE THE MEDIATING EFFECT OF COACHING MENTORING PROGRAMS ON TEACHER BURNOUT

For each question, indicate the score that corresponds to your response. Add up your score for each section and compare your results with the scoring results interpretation at the bottom of this document.

Questions:	Never	A Few Times per Year	Once a Month	A Few Times per Month	Once a Week	A Few Times per Week	Every Day
Section A:	0	1	2	3	4	5	6
I feel emotionally drained by my work.							
I feel used up at the end of the day .							
I feel fatigued when I have to get up in the morning to face another day on the job.							
I can easily understand how my students feel about things.							
I feel I treat some students as impersonal objects.							
Working with people all day is really a strain for me.							
I deal very effectively with the problems of my students.							
Total score – SECTION A							

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Questions:	Never	A Few Times per Year	Once a Month	A Few Times per Month	Once a Week	A Few Times per Week	Every Day
Section B:	0	1	2	3	4	5	6
I feel "burned out" from my work.							
I feel I'm a positive influence on other people's lives through my work.							
I have become more callous towards people since I took this job.							
I worry that this job is hardening me emotionally.							
I feel frustrated by my job.							
I feel I'm working too hard in my job.							
I don't really care what happens to some students.							
Total score – SECTION B							

Questions:	Never	A Few Times per Year	Once a Month	A Few Times per Month	Once a Week	A Few Times per Week	Every Day
Section C:	0	1	2	3	4	5	6
I can easily create a relaxed atmosphere with my students.							

EXAMINE THE MEDIATING EFFECT OF COACHING MENTORING PROGRAMS ON
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I feel exhilarated after working with my students.							
I have accomplished many worthwhile things in this job.							
I feel like I'm at the end of my rope.							
In my work, I handle emotional problems very calmly.							
I feel some students blame me for some of their problems.							
In my work, people bother me with personal that I don't want to be bothered with.							
I try to keep away from the personal problems of my students.							
Total score – SECTION C							

EXAMINE THE MEDIATING EFFECT OF COACHING MENTORING PROGRAMS ON
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Appendix E

KSU IRB Application



Review the IRB website for information about what type of IRB review applies to your study
(<http://research.kennesaw.edu/irb/about/review-classifications.php>)

Review type:

Check here for a Request for Exemption

Check here for an Expedited Review [IRB Reviewers may recommend a Full Board Review]

Status of Primary Investigator:

Faculty Staff Student

Students as the Primary Investigator (PI) and their Faculty Advisors

Students (graduate and undergraduate) must have a faculty advisor complete the last page of this form and submit all documents from the faculty advisor's KSU email address. Students must also use their KSU email address in all IRB correspondence.

EXAMINE THE MEDIATING EFFECT OF COACHING MENTORING PROGRAMS ON
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By submitting this form, you agree that you have read [KSU's Federal-wide Assurance of Compliance](#) and agree to provide for the protection of the rights and welfare of your research participants as outlined in the Assurance. You also agree to submit any significant changes in the procedures of your project to the IRB for prior approval and agree to report to the IRB any unanticipated problems or adverse events involving risks to subjects or others.

Title of Research

Examine the Mediating Effect of Coaching Mentoring Program on Teacher Burnout

Start Date is date of IRB approval

Proposed start date: 10/12/2019

***The official start date for research is the date the IRB approval letter is issued. Research activities may not begin prior to final IRB approval. Studies should be submitted well in advance of the proposed start date to allow for processing, review, and approval. If you have not received a letter from the IRB in 10 business days of submission, please call or email requesting status update.**

Is your research being funded in any way? Yes* No

*Where is the funding coming from? [Name of Federal Agency/Foundation/Department]

N/A

Primary Investigator

EXAMINE THE MEDIATING EFFECT OF COACHING MENTORING PROGRAMS ON
TEACHER BURNOUT

Crystal Wright

Name:

Department:

College of Bagwell Education – Teacher Leadership EDD

Telephone: Email:

912-687-2440

cwrig159@students.kennesaw.edu

FOR RESEARCH CONDUCTED BY STUDENTS AS THE PRIMARY INVESTIGATOR, GO TO THE LAST PAGE OF THE APPLICATION FORM TO ENTER REQUIRED FACULTY ADVISOR INFORMATION.

Co-Investigator(s) who are faculty, staff, or students at KSU

Name:

___ Faculty

Email:

___ Staff

___ Student

EXAMINE THE MEDIATING EFFECT OF COACHING MENTORING PROGRAMS ON
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Name:	___ Faculty
Email:	___ Staff
	___ Student
Name:	___ Faculty
Email:	___ Staff
	___ Student
Additional Names (include status and email):	

Co-Investigator(s) who are NOT employees or students at KSU: Please submit your human participants training certificate with application materials.

Name:	
Email:	
Home Institution:	
Name:	
Email:	
Home Institution:	
Additional Names (include email and home institution):	

EXAMINE THE MEDIATING EFFECT OF COACHING MENTORING PROGRAMS ON
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ALL researchers listed on this application MUST have completed CITI training BEFORE an IRB Approval will be provided.

Visit <http://research.kennesaw.edu/irb/citi-training.php> for additional information about CITI training, how to choose the right course, and how to create a profile. ALL KSU faculty/staff/students MUST use their KSU provided email address on all correspondence.

NOTE: It is each researcher's responsibility to ensure that the CITI Certificate does not expire during the course of the approved study. Failure to maintain a current certificate will invalidate your approval. Please use your KSU email address on your CITI profile and make sure your profile name matches the one provided above.

Does your research involve minors? ___ Yes ___x___ No

See item number 5 below for parental consent and minor assent information. See <http://research.kennesaw.edu/irb/consent-templates.php> for forms and information.

Will this research involve COLLABORATION with ANOTHER INSTITUTION?

___ Yes ___x___ No, go to question 1

If yes, provide the name of the Institution _____

Has the other Institution conducted an IRB review of the study?

___ No ___ Yes – Send that review with this approval form to the KSU IRB.

EXAMINE THE MEDIATING EFFECT OF COACHING MENTORING PROGRAMS ON TEACHER BURNOUT

1. Prior Research

Have you submitted research on this topic to the KSU IRB previously? ___Yes* ___x___ No

*If yes, list the date, title, name of investigator, and study number:

See <http://research.kennesaw.edu/irb/application-tips.php> for detailed explanations of questions 2-8.
Provide complete sentences with sufficient information for an IRB review.

2. Description of Research

a. Purpose of and anticipated findings for this study:

The purpose of this study is to provide insight on how to address the negative issue of teacher attrition. This study will examine how teacher leaders affect teacher burnout during the coaching mentoring experience. Accomplishing this task will contribute to current literature and provide guidance for school leaders to create initiatives that are geared to address teacher burnout.

b. Nature of data to be collected (interview (includes focus groups), online or hardcopy survey, observations, experimental procedures, etc.):

EXAMINE THE MEDIATING EFFECT OF COACHING MENTORING PROGRAMS ON TEACHER BURNOUT

Qualtrics will be used to collect online data from teachers. The survey is comprised of demographic questions, a modified version of Robert Mayben's survey on burnout factors and Maslach Burnout Inventory (ES) adapted for educators.

Demographic information will be collected by asking participants to identify their gender and years of teaching experience. This data may be used to determine trends. Other demographic data will be collected to determine participants current status in the mentoring program. This information will be used to determine which questions participants need to advance to in order to collect the data necessary to answer each of the research questions in this study.

A modified version of Robert Mayben's survey of burnout factors will be used for participants to assess how they are affected by 17 different stressors. These stressors include Student and/or Parental Apathy, Work Overload, Lack of Control over Curriculum, Lack of Information from Administration, Student Behavior/Lack of Respect, Legal Ramifications, Nepotism/Favoritism/Politics, Increased Paperwork/Documentation, Lack of Variety (Boredom; Repetition), Underpaid for Responsibilities, Administration, A Particular Class, Your Home/Personal Life, Technology, Lack of Emphasis on Academics, Teacher Evaluations, and Poor Teamwork/Isolation. The adaptive tool is comprised of a 6-point Likert-Type Scale, with 1 meaning the factor is extremely non-contributing to daily stress and 6 meaning the factor is extremely contributing to daily stress.

Maslach Burnout Inventory created by Christina Maslach and Susan E. Jackson was adapted for the use of educators. The creators' goal was to assess an individual's intensity and frequency of perceived burnout. (Coker & Omoluabi, 2009) The inventory contains 22 questions measuring three constructs of burnout: exhaustion, depersonalization, and personal achievement. Participants will be asked to rate themselves on each section of the inventory to determine which psychological attribute of burnout is the most salient among individuals.

c. Data collection procedures: (include information on how consent will be obtained, how links will be provided, where interviews will be conducted, audio or video taping, etc.). Note: student email addresses are FERPA protected. Student email addresses, grades, or work cannot be collected without student consent and IRB approval.

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Informed consent forms will be given along with survey links to the electronic survey. Adult participants will give consent by completing the survey. The survey should take about 10-15 minutes to complete.

d. Survey instruments to be used (pre-/post-tests, interview and focus group questionnaires, online surveys, standardized assessments etc.). Attach all survey instruments with your application document):

Demographic Information, Robert Rayben's Burnout Survey, and the Maslach Burnout Inventory (ES) version adapted for educators.

e. Method of selection/recruitment of participants:

Refer to the [KSU Mass Email policy](#) on the use emails to faculty/staff. For student recruitment via email, please also follow these [mandatory instructions](#). ALL recruitment materials (flyers, emails, posters, etc.) MUST include your IRB Approval Study # and a statement that your study has been reviewed and approved by KSU's IRB.

Participants will be recruited through email address provided by the Effingham County School Human Resource Department. An email will be sent to school principals with survey link asking them to forward it to teachers in their school.

f. Participant age range: 21+ Number: approximately 815

Sex: Males Females or x Both

g. Incentives, follow-ups, compensation to be used: (e.g., Gift cards, course credit, etc.). Please visit [HERE](#) on our website for guidelines on participant incentive payments.

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Participants will be able to enter a drawing for a \$25 gift card as compensation for participating in this study. Upon completion of the online survey, participants will be directed to a separate link (google docs) to provide their e-mail contact to enter the raffle. Their responses on the survey won't be linked with the personal e-mails.

3. Risks

Describe in detail any psychological, social, legal, economic, or physical risk that might occur to participants. *Note that all research may entail some level of risk, though perhaps minimal.*

According to the federal regulations at [§46.102\(i\)](#), *minimal risk* means that the probability **and** magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.

There is minimal risk (if selected, must be reflected within consent documents)

There is more than minimal risk (requires full explanation below and in consent documents)

Anticipated risks include (if selected, specific potential risks must be incorporated into the consent documents):

There is minimal risk that the participants may find some of the questions about teacher burnout and their coaching mentoring experience sensitive. However, participants will be informed that they may choose to stop at any time if any of the questions cause any discomfort.

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If more than minimal risk is anticipated, describe your method for handling risk.

4. Benefits

Federal Guidelines and University policy require that risks from participation be outweighed by potential benefits to participants and/or humankind in general.

a. Identify potential benefits to participants resulting from this research (It is possible that there are no direct benefits or *possible* specific benefits, either must be reflected in the consent documents):

The participants will obtain more information of how the coaching mentoring process by teacher leaders effect teacher burnout.

2. Identify benefits to humankind in general resulting from this research. While there may be no potential benefits to participants there must be some benefit to humankind in order to receive IRB approval. Please include these benefits in the consent documents:

The results of this study may contribute to the field by offering recommendations to school districts that suffers from high teacher attrition rate. The anticipated findings may show the benefit of the coaching mentoring process and teacher leadership on mediating or easing teacher burnout.

5. Informed Consent

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All studies of human participants must include informed consent (see IRB approved [templates](#)). Consent may require a signature or may simply require that participants be informed. Minor participants must receive an assent form in conjunction with parental consent (see IRB approved [templates](#)). If deception is necessary, please justify and describe, and submit debriefing procedures.

What is the consent process to be followed in this study? Submit your consent form(s) with the application as a separate document(s).

The online survey consent form will be the first screen participants see during their participation. Skip logic will be utilized to either enable participants access to the survey or to exclude anyone who does not agree to participate. Participants who grant their consent will have immediate access to begin the survey questions. Those that choose not to consent will not be allowed access to the survey questions.

6. Online Surveys

Will you use an online survey to obtain data from human participants in this study?

Check all that apply.

No. If no, skip to Question 7 below.

Yes, I will use an online survey to obtain data in this study. If yes:

a. How will **online data** be collected and handled? Select one and add the chosen statement to your consent document.

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Data collected online will be handled in an anonymous manner and Internet

Protocol addresses **WILL NOT** be collected by the survey program.

Data collected online will be handled in a confidential manner (identifiers will be used), but Internet Protocol addresses **WILL NOT** be collected by the survey program.

Data collected online will be handled in a confidential manner and Internet Protocol addresses **WILL** be collected by the survey program.

- b. Include an "I agree to participate" **and** an "I do not agree to participate" answer at the bottom of your consent document. Program the "I do not agree to participate" statement to exclude the participant from answering the remainder of the survey questions (this is accomplished through "question logic" in Survey Monkey or "skip logic" in Qualtrics).

Ensure that the online consent document is the first page the participant sees after clicking on the link to your online survey.

Although you may construct your own consent document, see the IRB approved Online Survey Cover Letter template (<http://research.kennesaw.edu/irb/consent-templates.php>), which contains all of the required **elements of informed consent** that must be addressed within any online consent document.

7. Vulnerable Participants

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Will minors or other vulnerable participants (e.g., prisoners, pregnant women, those with intellectual disabilities) be included in this research?

Yes. Outline procedures to be used in obtaining the agreement ([parental consent, assent or guardian consent](#)) for vulnerable participants. Describe plans for obtaining consent of the parent, guardian, or authorized representative of these participants. For research conducted within the researcher's own classroom, describe plans for having someone other than the researcher obtain consent/assent so as to reduce the perception of coercion.

No. All studies excluding minors as participants should include language within the consent document stating that only participants aged 18 and over may participate in the study.

8. Future Risks

How are participants protected from the potentially harmful future use of the data collected in this research?

a. Describe measures planned to ensure anonymity or confidentiality. Studies can only be considered completely anonymous if no identifying information is collected; therefore, a cover letter must be used in place of a signed consent form.

This study will be completely anonymous because it will utilize an electronic survey to collect data. No identifying information will be collected. Question logic will be used in place

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of a signed consent form that grants participants access to the survey questions if their consent is granted.

2. Describe methods for storing data while study is underway. Personal laptops are not considered secure.

While this study is underway, only online data will be collected through online surveys.

3. List dates and plans for storing and/or destroying data and media once study is completed. Please note that all final records relating to conducted research, including signed consent documents, must be retained for at least three years following completion of the research and must be accessible for inspection by authorized representatives as needed.

Three years after this study is complete, data collected and stored in a locked file cabinet at my home will be destroyed. The anticipated date for this is: 10/1/2022

4. If digital audio, video, or other electronic data are to be used, when will they be destroyed?

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Electronic data collected during this study will be destroyed on 10/1/2022 by deleting the electronic account used to collect the data.

9. Illegal Activities

Will collected data relate to any illegal activities? __Yes* _x_No

This includes asking about illegal activities from participants or surveys containing any reference to illegal activities (e.g., questions requesting information about witnessing illegal behaviors that others have engaged in, minors drinking or using drugs, or any illegal drug use or violence of any nature that would result in legal action).

*If yes, please explain.

Is my Study Ready for Review?

Every research protocol, consent document, and survey instrument approved by the IRB is designated as an official institutional document; therefore, study documents must be as complete as possible.

Research proposals containing spelling or grammatical errors, missing required elements of informed consent (within consent or assent documents), not addressing all questions within this form, or missing required documents will be classified as incomplete.

All studies classified as incomplete may be administratively rejected and returned to the researcher and/or faculty advisor without further processing.

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If you are a non-KSU researcher wishing to recruit participants from the KSU campus, please follow these instructions: <http://research.kennesaw.edu/irb/about/external-international-research.php>

Student researchers make sure that your faculty advisor completes the following page and sends all study related material from their KSU email address to irb@kennesaw.edu. Failure to follow this procedure will result in a significant delay in the approval process.

RESEARCH CONDUCTED BY UNDERGRADUATE AND GRADUATE STUDENTS AS PRIMARY INVESTIGATORS

All undergraduate and graduate students who will be acting as the Primary Investigator must be under the direct supervision of a faculty advisor. The faculty advisor must review the IRB application materials and agrees to supervise the student's proposed human subject research project by completion and submission of this routing sheet.

All application materials must be submitted by the faculty advisor from their KSU email address to irb@kennesaw.edu. Students may not submit their materials to the IRB for the first review; however, subsequent revisions can be sent directly to irb@kennesaw.edu with a cc to your advisor and MUST come from your KSU provided email account.

FOR RESEARCH CONDUCTED BY STUDENTS OR NON-FACULTY STAFF. This study, if approved, will be under the direct supervision of the following faculty advisor who is a member of the KSU faculty:

EXAMINE THE MEDIATING EFFECT OF COACHING MENTORING PROGRAMS ON
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Faculty Advisor

Name:

Mei-Lin Chang, Ph.D.

Department:

Secondary and Middle Grades Education

Email: Phone:

mchang6@kennesaw.edu

470-578-7795

By checking the items below and submitting all materials from your KSU email, the faculty advisor for this project attests the following:

I have personally reviewed each of my student's IRB application documents (approval request, exemption request, informed consent documents, child assent documents, survey instruments, etc.) for completeness, and all documents pertaining to the conduct of this study are enclosed (consents, assents, questionnaires, surveys, assessments, etc.)

I have completed the Social/Behavioral Research course (Biomedical version only for medical/biological human studies) CITI training course in the ethics of human subject research within the past three years as have all researchers named within this application.

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I approve this research and agree to supervise the student(s) as the study is conducted.

Date: 9/29/19

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Appendix F

School District IRB Approval Letter



Effingham County Board of Education

405 N. Ash Street, Springfield, GA 31329 • (912) 754-6491 • FAX 912-330-1590

Superintendent
Dr. Randy Shearouse

Assistant Superintendent
Dr. Yancy J. Ford

STATEMENT OF AGREEMENT FOR RESEARCHERS

How Teacher Leaders Effect Teacher Burnout

Title of Research Project: during the Coaching Mentoring Process

The proposed activities to be conducted in Effingham County School District are in compliance with existing legal and ethical codes. The research will not differ significantly from the activities described within the proposal. Any amendments to the original proposal must be submitted to and approved by the Office of Instruction and Technology. All participation in the study will be voluntary and confidentiality of the data will be maintained. All researchers agree to provide the Office of Instruction and Technology of the Effingham County School District a copy of the final research report. Researchers agree to ensure that all associates, colleagues, and employees assisting in the conduct of the study are informed about their obligations in meeting the research study commitments.

I understand and agree with the above statement and will follow the guidelines it sets forth.

Date: 8/5/2019

Printed Name:

Crystal Wright

Signature:

Approved by:

Title:

Assistant Superintendent

Date: 8/15/19

Please mail or fax the signed document to:

Assistant Superintendent
Effingham County School District
405 N. Ash Street
Springfield, GA 31329
Fax: (912) 754-5637

School Board Members

F. Lamar Allen-Chairman, Troy K. Alford-Vice Chair, Beth Helmly, Lynn Anderson, Vickie Decker



Equal Opportunity Employer

EXAMINE THE MEDIATING EFFECT OF COACHING MENTORING PROGRAMS ON TEACHER BURNOUT



Effingham County Board of Education

406 N. Ash Street, Springfield, GA 31329 • (912) 754-6491 • FAX 912-330-1690

Superintendent
Dr. Randy Shearouse

Assistant Superintendent
Dr. Yancy J. Ford

APPLICATION TO CONDUCT RESEARCH IN EFFINGHAM COUNTY SCHOOL DISTRICT

Applications to conduct research that involves students, parents, or staff of Effingham County School District will be reviewed by the Assistant Superintendent or designated Office of Instruction and Technology staff. Research guidelines incorporated in this application are designed to protect the confidentiality of human subjects and guarantee the integrity and quality of any research conducted in the district. In addition, proposed research cannot be conducted during state testing period, must not violate state education codes related to privacy and family values, may not create a data burden on teachers or schools, and is entirely voluntary on the part of the participants.

This application will ensure that your proposal is properly aligned with current district policy and the district research priorities. If the research is a graduate student, we require a supporting letter from the graduate advisor.

Please complete the following form and attach clearly labeled additional pages as needed. Please allow 30 working days for a response from the District. All approved research must be conducted under the supervision of the school principal or other designated administrator.

Part 1 – Study Information

Study Title: How Teacher Leaders Effect Teacher Burnout	Researcher Name(s): Crystal Wright
Address: 204 Alfred Hills Rd	City, State, Zip: Statesboro
Telephone: 912-687-2440	Fax:
Email: cwright99@students.kennesaw.edu	College or University represented by Researcher: Kennesaw State University
Class & Degree Sought: Teacher Leadership EDD	Study Timeline: (beginning and ending) September 2019 - December 2019
Major Data Collection Timeline: September 2019 and November 2019	Places where Data will be Collected: Online survey from teachers
What tasks/activities will subjects be asked to complete, with an estimate of amount of time it would take to complete (such as filling out a survey, participating in an interview, observing a classroom):	
Potential participants will be asked to complete an online survey. Informed consent forms will be given in emailed and explained to potential participants along with survey links to the electronic survey. The survey should take about 10 minutes to complete.	
Please attach a copy of any instrumentation to be used. This includes, but is not limited to, surveys, tests, consent forms, and data recording sheets.	
Significance of Study to ECBOE: The results of this study may contribute to the overall decrease of teacher attrition rates and reduction of teacher burnout by providing school districts with data that shows the relationship between the coaching mentoring process and teacher leadership.	Significance of Study to Field of Education: With Teacher Leadership being a fairly new field, this study will contribute to the general knowledge base of the effectiveness of Teacher Leaders and best practices that benefit the field of education.

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Effingham County Board of Education

405 N. Ash Street, Springfield, GA 31329 • (912) 754-6491 • FAX 912-330-1590

Superintendent
Dr. Randy Shearouse

Assistant Superintendent
Dr. Yancy J. Ford

Part 2 - Graduate Study

If the researcher is a graduate student, please complete the following; if not, go to Part 3.	
Graduate Advisor Name: Dr. Mei-Ling Chang	Telephone: 470-578-7795
Title: Dissertation Committee Chair	Fax Number: 470-578-8104
Department: Secondary and Middle Grades Education	Email: mchang5@kennesaw.edu

Please attach the following:

1. A copy of the research proposal
2. A letter from graduate advisor denoting approval of the thesis or dissertation.

Part 3 - Subject Information

Description of Participants to be involved: Teachers	Number of Participants to be involved: Approximately 815
Potential Risks/Hazards to Subject: There is a risk that you may find some of the questions about teacher burnout and your coaching mentoring experience sensitive.	Expected Benefits to Subject: The participants will obtain more information of how the coaching mentoring process by teacher leaders affect teacher burnout.
Proposed Reward/Incentive to Subject: Participants will not receive compensation for participating in this study.	How will Subjects be Recruited/Selected? Participants will be recruited through email address provided by the school district.
How will you assure participation is voluntary? This study will be completely anonymous because it will utilize an electronic survey to collect data. No identifying information will be collected and a cover letter will be used in place of a signed consent form.	What provisions will be made for subjects not willing to participate? Informed consent forms will be emailed to participants. Consent will be assumed if participants complete any part or the entire survey.

If the research project is associated with an institution that requires a formal human subjects review, a copy of the human subjects review committee approval is required prior to final approval. The Family Education Rights and Privacy Act (FERPA) regulations can be found posted as a PDF with this document.

I certify that this completed research application is an accurate and complete statement of the nature of my research. I further agree that this research does not involve coercion, deception, or psychological manipulation of any Effingham County School District participant.

Cassidy Zyl
Researcher Signature

8/5/19
Date

EXAMINE THE MEDIATING EFFECT OF COACHING MENTORING PROGRAMS ON TEACHER BURNOUT

Chart 1

Research Questions and Corresponding Statistical Analysis

Research Question	Instrument(s) (Ordinal Variables)	Statistical Analysis
<p>(1) What burnout factors are common among teachers involved in the coaching mentoring process versus those not involved in the coaching mentoring process?</p> <ul style="list-style-type: none"> a. compare teachers from district with experience of the coaching mentoring program vs. those without the coaching mentoring program b. compare novice teachers from district with experience of the coaching mentoring program vs. those without the coaching mentoring program c. compare mentors vs. non-mentor teachers, excluding teachers who never participated in the coaching mentoring program. 	<p>Rayben adapted survey on burnout (Student and/or Parental Apathy, Work Overload, Lack of Control over Curriculum, Lack of Information from Administration, Student Behavior/Lack of Respect, Legal Ramifications, Nepotism/Favoritism/Politics, Increased Paperwork/Documentation, Lack of Variety (Boredom; Repetition), Underpaid for Responsibilities, Administration, A Particular Class, Your Home/Personal Life, Technology, Lack of Emphasis on Academics, Teacher Evaluations, and Poor Teamwork/Isolation)</p>	<p>Descriptive Analysis and Independent sample t-test (a=0.05)</p>
<p>(2) To what extent mentee teachers experience burnout and to what extent may the coaching mentoring program ease teacher burnout?</p>	<p>Rayben adapted survey on burnout (independent variables - “perception currently” and “perception at the beginning of this school year”) (dependent variables - 17 daily stressors)</p>	<p>Paired-Sample t-test (a=0.05) Pre-Perception at beginning of year Post-Perception at data collection</p>

EXAMINE THE MEDIATING EFFECT OF COACHING MENTORING PROGRAMS ON
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<p>(3) What psychological attributes of burnout are most common by teachers involved in the coaching mentoring process versus those not involved in the coaching mentoring process?</p>	<p>Maslach Burnout Inventory (MBI) adapted for Teachers</p>	<p>Independent sample t-test ($\alpha=0.05$)</p> <p>Cronbach's Alpha Reliability Analysis</p>
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EXAMINE THE MEDIATING EFFECT OF COACHING MENTORING PROGRAMS ON
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Dear Effingham County Principals,

I am a doctoral student in Teacher Leadership at the Kennesaw State University completing my dissertation. I am an employee of Effingham County High School. As part of my research, I am examining the mediating effect of coaching mentoring programs on teacher burnout. Since the school district uses a mentoring program for teachers new to the county, it may be helpful to explore how teacher leaders and the coaching mentoring process effect teacher burnout.

I am requesting you to forward this email to all teachers in your building. There is a link here: https://kennesaw.co1.qualtrics.com/jfe/form/SV_6P4egXB0OYviYap and end of this email allowing them access to a quick online survey. The teachers' names and the names of the school will be known only to me, the primary investigator, and will not be used in the dissertation.

The research instrumentation is in survey form will take approximately 10-15 minutes to complete. Participation is voluntary and responses will be confidential. No instructional minutes will be interrupted during the implementation of the survey. Teachers will also have the opportunity to receive a \$25 gift card for their participation. Information about the incentive will be given at the conclusion of the survey.

Please note that I have received permission to conduct this study from the Effingham County School Assistant Superintendent, Dr. Yancy Ford and the Kennesaw State University Institutional Review Board Study # 20-135: Examine the Mediating Effect of Coaching Mentoring Program on Teacher Burnout.. If you would like additional information, please email me at cwright@effingham.k12.ga.us. At the conclusion of my research, if you are interested, I will gladly share with you the results of this study. Please accept my sincere thanks for your participation and your contributions to this educational research project

https://kennesaw.co1.qualtrics.com/jfe/form/SV_6P4egXB0OYviYap

Sincerely,

Crystal Wright

Doctoral Candidate

Kennesaw State University

Bagwell College of Education